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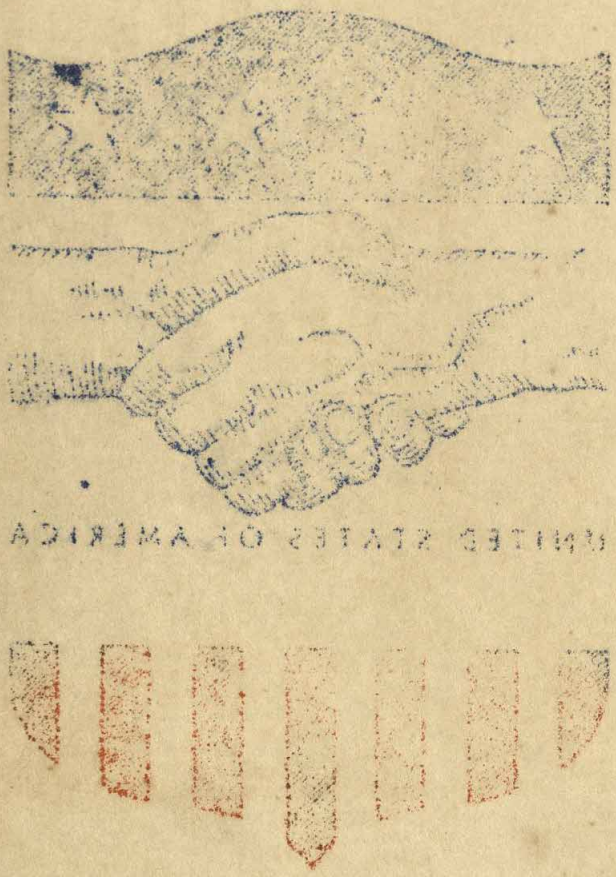
Staff Relations in School Administration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Thirty-Third Yearbook

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
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COMMISSION ON STAFF RELATIONS IN SCHOOL ADMINISTRATION

HENRY I. WILLETT, *Chairman*
Superintendent of Schools, Richmond, Virginia

LURA BENNETT
Classroom Teacher, Raton High School, Raton, New Mexico

FRANCIS S. CHASE
Chairman, Department of Education, University of Chicago, Chicago, Illinois

WILLARD S. ELSBREE
Professor of Education, Teachers College, Columbia University, New York, New York

MELVIN L. GRUWELL
Superintendent, Fremont County Joint School District A-215, St. Anthony, Idaho

CHARLES B. PARK
Director of Special Studies, Central Michigan College of Education, Mount Pleasant, Michigan

G. E. RAST
Superintendent of Schools, Westport, Connecticut

N. C. TURPEN
Superintendent, Fayette County Schools, Lexington, Kentucky

EDWARD M. TUTTLE
Executive Secretary, National School Boards Association, Inc., Chicago, Illinois

LOUISE WELLER
Principal, Benjamin Franklin School, San Diego, California

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FOREWORD

During its two years of work the Yearbook Commission has been guided by the belief that school administration must be a cooperative enterprise. If it is to be an *effective* cooperative enterprise, the administrator must be highly skilled in the art of managing and working with all kinds of people—his administrative and supervisory personnel, classroom teachers, students, and parents and other citizens who reside in his community. The Commission also believes that unless administration results in the improvement of teaching and learning, the main business of the schools, it will miss its greatest opportunity.

Such convictions imply a leaning toward *democratic school administration* as opposed to the older concept of *control based on power, status, and authority*. But how to administer a school system along democratic lines and at the same time to maintain order and efficiency is a question that continues to baffle many school superintendents. The Commission has attempted in this book to provide some answers based on tried and tested experience.

The first chapter sets the stage for all that follows by explaining what the Commission believes are sound principles of school administration. It provides the philosophy upon which this entire volume is built. In suggesting practices, experiences, methods, and procedures thruout this volume, the Commission has tried to be consistent with the basic beliefs as described in this first chapter.

The next three chapters, to a certain degree, are also a part of this stage-setting process. Chapter 2 describes the specific tools, technics, and procedures of personnel administration which are a part of the special equipment that every administrator needs in order to work effectively with his staff. Chapter 3 is devoted to an analysis of the individual personality with special emphasis on the forces that cause individuals to behave as they do. It also suggests ways in which the administrator may capitalize on these forces. This is followed in logical order by a chapter dealing with the relatively new field of group procedures with special emphasis on why groups behave as they do.

Beginning with Chapter 5 the Commission applies the philosophy from Chapter 1, the tools and technics from Chapter 2, the knowl-

edge of personal behavior from Chapter 3, and the knowledge of group behavior from Chapter 4, to promoting individual growth, to bettering working conditions, to raising the economic and community status of staff members, to building effective teamwork in fiscal affairs, and to improving school-community relations.

Chapter 10 suggests ways in which the effectiveness of staff relations can be measured. Finally, in Chapter 11 the Commission attempts to predict the potential results of the full development and application of this new concept of school administration.

The Commission on Staff Relations in School Administration was appointed early in 1953 by President Virgil M. Rogers. Chapters prepared by individual members of the Commission have been revised thru successive meetings so that the final text speaks for the Commission as a whole.

The Commission wishes to identify and thank those who, in addition to Commission members, played leading roles in preparing this volume. Worth McClure, executive secretary of the AASA, in addition to handling all business affairs, provided valuable counsel and assistance thruout the entire project. Frank W. Hubbard, director of the NEA Research Division, helped in planning the book and in editing certain manuscripts. Sam Lambert, assistant director of the NEA Research Division, coordinated the work of the Commission and was in direct charge of editing and production.

CONTENTS

		Page
FOREWORD		5
CHAPTER		
1.	Administration: A Way of Working with People	9
2.	Personnel Procedures in School Administration	31
3.	Capitalizing on the Forces That Motivate Human Behavior	67
4.	Factors Affecting Group Work	87
5.	Working Together for Individual Growth	107
6.	Working Conditions and Staff Relations	133
7.	Improving the Economic and Community Status of Staff Members	153
8.	Cooperating with the Staff in Fiscal Affairs	175
9.	Working Together for Good School-Community Relationships	197
10.	Evaluation of Staff Relationships	215
11.	Response to a Challenge	233
ACKNOWLEDGMENTS		242
OFFICIAL RECORDS		243
	AASA Officers for 1954-55	244
	Roster of Members	245
INDEX		463

OUTLINE OF CHAPTER 1

How Administration Functions
- Many Persons Involved
- Key Administrative Roles

Three Types of Operation Identified
- Chain of Command
- Committees Rampant
- Shared Responsibility

Motivating Cooperative Action
- Administration and Morale
- Morale and Worker Satisfaction

Nature and Functions of Administration
- Planning Programs and Activities
- Allocating Resources
- Stimulating Effort
- Coordinating Activities
- Evaluating Effects

Creating a Structure for Cooperative Work
- Line and Staff Organization
- Kinds of Cooperative Activity
- Principles Underlying Structure
- Applications to Structure for Education

The Emerging Structure

CHAPTER 1

Administration: A Way of Working with People

EDUCATION is judged by its effects on the behavior of persons, with special reference to the inner behavior or thought life which is the seed bed from which actions sprout. Administration of education, in turn, should be judged by its effects on education, that is, by its success in creating conditions conducive to effective learning.

How Administration Functions

In order to bring about the conditions under which desired learnings are most likely to take place, administration engages in such activities as:

Obtaining agreement on the aims of education

Assuring funds for the employment of teachers and other personnel, the construction and maintenance of buildings, and the provision of needed equipment and supplies

Employing teachers and other personnel and assigning duties and responsibilities to those employed

Stimulating effective individual and cooperative activity for achievement of the agreed-upon purposes

Coordinating the activities of various individuals and groups in order to bring about concerted effort for the achievement of purposes

Evaluating the effects of plans, procedures, and the performance of persons.

If we examine any one of these aspects of administration, we shall see that it is carried on thru influencing the decisions and actions of persons. For example, obtaining the funds for operating the schools requires action by legislative bodies and/or the voters of a state or district. Administration sets the stage for the decisions

on how much money shall be made available and for what purposes.

The performance of each of the functions of administration depends upon the cooperative activity of persons. *Administration may thus be regarded as a means of bringing about effective cooperative activity to achieve the purposes of an enterprise.*

Many Persons Involved

Not only does administration function thru its influence *on* persons; it is a process carried on *by* persons. In educational administration, principals, supervisors, superintendents, and schoolboard members all have special responsibilities for inducing other persons to contribute to the attainment of the objectives of the schools. So do others not commonly thought of as administrators.

The teacher in his classroom, in order to expedite the learning of pupils, must perform such administrative functions as organizing the class for learning activities, planning with the group the purposes to be achieved and the activities appropriate thereto, assembling needed supplies and equipment, setting performance goals and time schedules, stimulating individual and cooperative activity, coordinating learning activities into a meaningful whole, and evaluating progress. The classroom teacher thus performs important administrative functions which call for high qualities of leadership, including exercise of judgment, ability to help others define issues and problems, skill in motivating and coordinating the activities of others, and ability to appraise progress toward clearly defined objectives. The most important decisions with regard to education are given effect, if at all, in the teacher-pupil setting.

In addition to the administrative functions which the teacher performs in his own classroom with particular groups of learners, he has an important part in planning the work of the staff as a whole, and in coordinating the multiple activities that go on within a school. In fact, the classroom teacher, actually or potentially, positively or negatively, plays a considerable part in every aspect of administration in the district in which he is working, and to a lesser extent in statewide administration of education.

Other staff members, too, share in administration to a greater or lesser degree. It would be instructive to make a list of the activities of various staff members and note how many of them are essentially administrative, inasmuch as they influence the be-

havior of others toward the achievement of common purposes. When the chief custodian draws up a schedule for cleaning the building and assigns his helpers to their tasks, he is performing an administrative function. It is a rather complex function, too, involving planning, staffing, directing, coordinating, and evaluating. The heads of other service departments perform similar functions. To a lesser extent this is true even of staff members who are presumed to have no responsibility for directing the work of others. All may share in planning and in evaluating the effectiveness of performance. Moreover, all may help to stimulate cooperative effort and to make resources available for the achievement of common goals. Consider how much the efficient school secretary or the custodian does to make the work of all easier and more effective.

Key Administrative Roles

The fact that everyone gets into the act should not lead us to overlook the key administrative roles assigned to certain positions. The persons occupying these key roles have special responsibilities for stimulating and guiding the cooperative activity thru which the purposes of education are achieved.

The superintendent of schools plays a central role in the local-school district. He is in a position to initiate more different kinds of activities affecting more persons than anyone else. In the interaction between the schoolboard and the superintendent of schools lies the genesis of major administrative policies and procedures. It is here that the basic decisions are made as to the kinds of persons to be employed and the procedures to be followed in setting goals, assigning tasks, and motivating effort. The superintendent also interacts more or less directly with the heads of all divisions, schools, and service agencies, and somewhat less closely and continuously with classroom teachers and nonadministrative personnel.

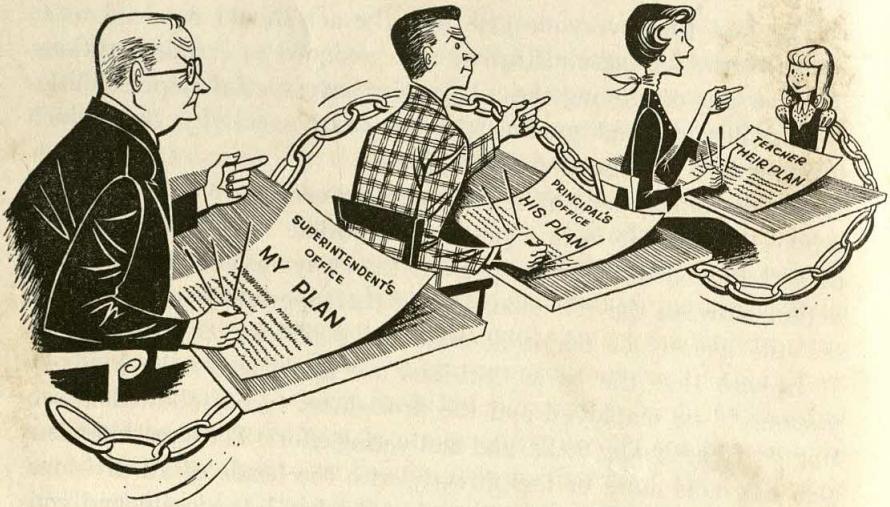
Other key roles in educational administration are assigned to assistant superintendents, supervisors, principals, and other variously named officials. These officials have special responsibilities for transmitting ideas and otherwise assisting in the obtaining of effective cooperative effort. Together with the superintendent and the board, they set to a large extent the tone and mode of operation within a given school district.

Three Types of Operation Identified

To illustrate how concepts of administration may permeate a work situation, we take you on an imaginary excursion to three situations which vary widely in amount and quality of cooperation.

Chain of Command

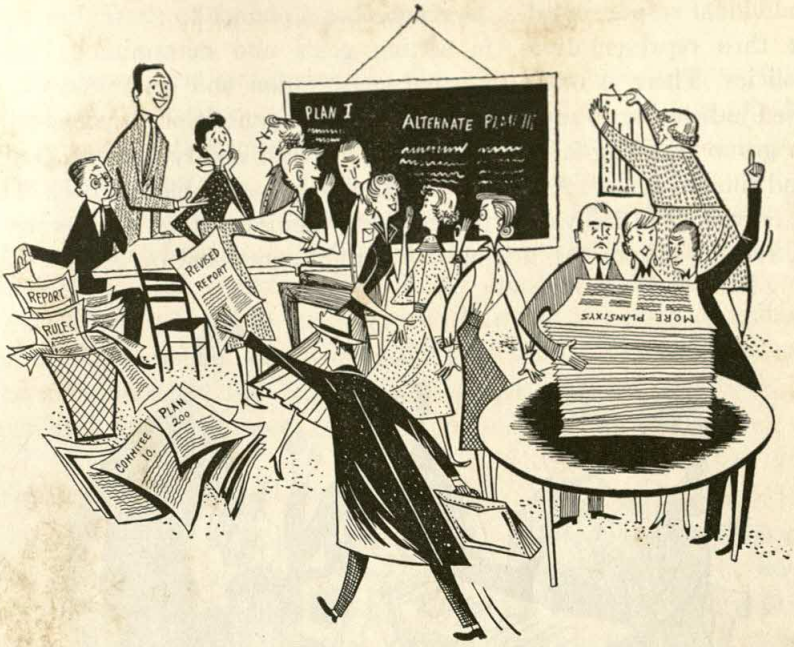
First, we look in on a school district where the dominant administrative concept is unity of command and the operational principle is *each does his job*. Each staff member is carrying out assigned duties under the direction of his immediate supervisor. Policy is made at the top. Directives go down thru a fixed line of command; reports go up thru the same channels. Responsibility and authority are defined clearly. Mutual helpfulness is not discouraged, but there is little cooperative planning or teamwork. "Cooperation is



expected," even demanded, but it is chiefly the cooperation of subordinates with their "superiors." In return the superiors are often helpful, appreciative, and friendly. Such systems may be rare but they are not yet extinct.

Committees Rampant

From this model of ordered, that is, clearly structured, activity we move to a district where the "group process" is enthroned. Here



apparently, *everybody does everything*. It is held that two heads are always better than one, many hands make light work, and everyone should have a voice in everything which concerns him. The simplest decision becomes a matter for group debate. Committees proliferate and eat up the time of staff members. Decisions often are deferred and action delayed because no one dares decide anything without consulting everybody. Sometimes it is difficult to tell whether administrators defer in order to confer or confer as an excuse to defer. There is an appearance of great cooperative activity, but much of it is aimless, time consuming, and frustrating. Teachers sometimes sigh for "time to teach."

Shared Responsibility

We leave, not entirely "bewitched" but considerably "bewildered," to seek a situation in which *group decision and teamwork reinforce individual responsibility*. Here, cooperative activity is regarded as a means toward better decisions, growth of persons, and effectiveness of work. There is definition of both group and

individual responsibilities. Everyone has a chance to share directly, or thru representatives, in setting goals and determining basic policies. There is much informal consultation and committees are used judiciously to supplement the formal organization. Involvement in group planning is on the basis of interest, ability to contribute, and time available. And authority to make many kinds of decisions is entrusted to individual teachers and administrators. Cooperative activity is purposeful, arising from group agreement on goals.

We are tempted to call the first situation despotic, the second chaotic, and to reserve the label of "democratic" for the third. We recognize, however, that the chaotic and democratic types of situations represent a reaction against the older authoritarian model of administration. Everyone is in favor of "democracy" in administration today, and when one uses the word, he, like Humpty Dumpty, makes it mean exactly what he wants it to mean, neither more nor less. We hope that our own notions of what democracy means in administration will become clear thru the discussion in this chapter and succeeding chapters.

Motivating Cooperative Action

The three situations previously described illustrate different ways of motivating human action. In the first situation, faith is pinned on motivation thru clear and explicit direction from above; in the other two, an attempt is made to provide a greater measure of self-direction thru wide participation in planning. In a democratic society we are committed to attaining our goals thru the self-motivated activity of free persons. This forces administration to rely on stimulation rather than on command. Much of the effort of administration, therefore, needs to be directed toward creating a group morale which will lead individuals to work together effectively to achieve common purposes.

Administration and Morale

From the viewpoint of administration, morale is a disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purposes for which the enterprise exists.[1] When this disposition is strong, morale is said to be high. It manifests itself in a tendency to subordinate personal considerations to the purposes of the enterprise, to work as a member of a team for the accomplishment of common goals, and to derive satisfaction from achievements of the organization. When the disposition toward the achievement of common purposes is weak, morale is said to be low. Low morale is characterized by behavior that is obstructive or noncontributory to the common purposes, by failure to derive personal satisfaction from group achievement, and by a tendency to elevate personal interests above the purposes of the enterprise.

If we accept the definition of morale as a disposition to behave in ways productive of the purposes of the enterprise and of the process of administration as the sum of the means for bringing about purpose-achieving behavior, it follows that administration must be directed largely toward building and activating morale.

Morale and Worker Satisfaction

Morale, being the product of the interrelationship of many factors, has many dimensions. In most cases, it appears to be

[1] This definition and much of the other content of this chapter are drawn from *Administration and Teacher Morale*, a book scheduled for publication by the University of Chicago Press.

related closely to the satisfactions derived from work. Certainly, administration, in a society which prizes individual worth, should seek to build morale by creating conditions which make work contribute to individual satisfaction and fulfilment as well as to the ends of the enterprise. Unless the satisfaction of the worker is a central concern of administration, the condition approaches that of slave labor in that the worker is driven to his task thru a system of external rewards and punishments—monetary or otherwise—rather than being led to exert effort because of more intrinsic satisfactions.

Aside from the fact that dependence upon coercion is incompatible with our democratic ideals of individual worth and individual freedom, there is considerable evidence that self-motivated activity is more productive. Furthermore, there is reason to believe that coercion of any kind becomes less and less effective as one moves from purely physical activity requiring little skill to activities calling for high degrees of technical skill, judgment, or inventiveness. The freer the society and the higher the level of work, the greater becomes the necessity of satisfaction on the part of the worker. This being true, educational administration must be concerned with the satisfactions which teachers and other staff members derive from their work. It is almost impossible to conceive of a satisfactory and effective program of education being offered except by teachers who, by and large, take considerable satisfaction in their work and in the conditions under which it is performed. As Bertrand Russell put it, "The teacher, like the artist, the philosopher, and the man of letters, can perform his work adequately only if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority."[2]

The foregoing considerations have implications for the ways in which all processes of administration are performed. For this reason it will be well to examine these processes and then ask ourselves how these should be performed in educational administration in order to secure effective cooperative activity.

Nature and Functions of Administration

Our view of the nature of administration may be inferred from the previous discussion of how administration functions. We think

[2] Russell, Bertrand. "The Functions of a Teacher." *Harper's Magazine* 181: 16; June 1940.

of administration as a process or as a complex of interrelated processes and of administrators as persons who manage the process. *Administration, then, may be defined as the total of the processes thru which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise. It functions thru influencing the behavior of persons.*

The process of administration has many constituent functions. Among the more crucial of these are:

1. *Planning* or the attempt to control the future in the direction of the desired goals thru decisions made on the basis of careful estimates of the probable consequences of possible courses of action
2. *Allocation* or the procurement and allotment of human and material resources in accordance with the operating plan
3. *Stimulation* or motivation of behavior in terms of the desired outcomes
4. *Coordination* or the process of fitting together the various groups and operations into an integrated pattern of purpose-achieving work
5. *Evaluation* or the continuous examination of the effects produced by the ways in which the other functions listed here are performed.

Planning Programs and Activities

Viewed in logical sequence, *administration's first function is to plan ways and means of achieving the purposes of the enterprise.* Planning involves (a) the definition and clarification of purposes and scope of operation; (b) investigation to reveal conditions affecting the achievement of purposes; (c) analysis to determine the meaning of the facts and to forecast effects of possible courses of action on achievement of purposes; and (d) decision making to set the course of the enterprise as indicated by the processes of purpose defining, investigation, and analysis. Evaluation is an integral part of the planning process but will be treated separately because of its importance. All the processes of planning must be used continuously.

A recent study which sampled the opinions of 1800 teachers in 216 systems in 43 states revealed that "teachers who report opportunity to participate regularly and actively in making policies are much more likely to be enthusiastic about their school systems than those who report limited opportunity to participate."[3] This study

[3] Midwest Administration Center. "The Teacher and Policy Making." *Administrator's Notebook* 1: 1; May 1952.

and similar studies in industry indicate that staff members derive much satisfaction from participation in planning and that their morale is enhanced by such participation. Thru sharing in determining purposes and deciding how they may best be achieved, staff members gain a sense of self-direction. The classroom teacher or other employee who participates in defining the purposes of the enterprise is much more likely to identify himself with those purposes.

If participation in planning is to produce the desired results, it is important that the process be carefully developed. Those who are expected to participate should themselves assist in drawing up the ground rules for participation. In order that participation in planning may produce maximum values, it is important to provide avenues thru which all teachers can express their views to those charged with responsibility for decision. Informal consultation is quite as important in this process as the more formal policy-making councils of other formal groups. In order to increase participation, provision should be made for as much planning as possible by separate schools.

It is also important to avoid pressure on staff members to engage in too many activities in which they are not keenly interested. The important thing is to provide opportunity for all staff members to take part in terms of their own interests, and to develop simple machinery which will make planning activities feasible and not unduly burdensome. It is also important that the effects of participation in planning be constantly evaluated with regard to the time required by those participating, the dispatch with which important business is transacted, the soundness of decisions, and the effects on the morale of staff members.

An active sense of responsibility for educational planning makes teachers and other staff members more enthusiastic and more effective. Better policies also result from such participation. These values are worth the effort it costs to achieve them.

Allocating Resources

A second function of administration is to allocate resources, personnel, and responsibility. Allocation takes place in accordance with the design emerging as a result of planning. Under the function of allocation we include most of what is usually placed under organizing, staffing, budgeting, and supply management. Staffing has to

do with the recruitment and assignment of personnel; budgeting, with the procurement and allocation of fiscal resources. Organization structure, itself, may be viewed essentially as a schematic arrangement for the allocation of staff and other resources and the assignment of responsibilities.

All phases of allocation have implications for morale, but we shall confine our discussion here to the assignment of personnel and the allocation of duties and responsibilities to personnel. Many of our better school systems have come to recognize the importance of wider participation of staff members in the recruitment and selection of new staff members. This permits proper attention not only to capacity for the job, but also to ability to become an effective member of a work team. Studies in both education and industry indicate that relationships with one's colleagues are major factors in morale.

The assignment of a person to a particular position in the school system should take into account not only capacity for the job, equitable distribution of the work load, and effective use of personnel but also the interests of the person to be assigned and the extent to which the job will contribute to the continued development of the individual. *One of the key factors in morale is a sense of growth.*

The way in which the job is defined also has implications for morale. The extent of responsibility needs definition. There is need for clear understanding as to the kinds of decisions to be made independently, those to be made in consultation with designated persons, and those to be referred to a principal, supervisor, or other designated administrator. The job definition should also include some indication of the resources available, including supplies and equipment, authorized expenditures, and personnel. Provisions for reporting should be specified in terms of to whom, at what intervals, in how much detail, and to what purpose.

In brief, the selection and assignment of personnel should take into account (a) the wishes, interests, abilities, and growth potential of the person to be assigned; (b) the feelings and needs of those with whom the new staff member is to be most closely associated; and (c) the requirements of the job itself and the job's actual and potential contribution to the purposes of the total enterprise.

Stimulating Effort

A third major function of administration is to stimulate or motivate such activity on the part of staff members as will make the maximum contribution to the purposes of the enterprise. Administrative leadership is essentially a means of stimulating personnel to activity calculated to promote achievement of the purposes of the enterprise. Another means of stimulating purpose-achieving activity is inservice education. Formal or informal rating or evaluation of performance and abilities is a third means of stimulating desired activity. A fourth means is a system of incentives, including salaries, promotions, awards, recognition, and privileges. Penalties represent a negative kind of incentive, such as reduction of status or pay, withdrawal of privileges, extending even to loss of employment or the threat of it.

A nationwide study indicates that classroom teachers rank dynamic and stimulating leadership by the building principal and by the superintendent of schools near the top among factors contributing to satisfaction in teaching. This study also showed that about 70 percent of those who reported that the superintendent's leadership was dynamic and stimulating were enthusiastic about the system while only about 20 percent of those who thought the superintendent's leadership poor expressed similar enthusiasm for the system.[4]

Undoubtedly, stimulating professional leadership from fair and sympathetic administrators and supervisors is one of the most important ingredients in the satisfaction of classroom teachers and other staff members. The most important characteristics of professional leadership appear to be those which are seen as contributing to creative activity and growth of staff members. These include vision, professional competence, and integrity. Other highly valued qualities include friendliness, sympathetic understanding, and appreciation of the good work of staff members.

Coordinating Activities

A fourth function of administration is to coordinate the activities of various persons and units so that maximum effect is achieved. Communication, both formal and informal, is essential to coordina-

[4] Midwest Administration Center. "Professional Leadership and Teacher Morale." *Administrator's Notebook* 1: 1; March 1953.

tion. It must operate both up and down the line organization to provide necessary directives and to reveal blocks to effective performance. It must also operate horizontally in order to bring about the understandings and the unity of action required for the effective promotion of related functions. Coordination can be effected thru the use of controls which govern the flow of resources—both human and material—and thru the timing of operations. The most effective coordination, however, is that which arises from mutual understanding and acceptance of common purposes.

In the school system, the work of the several schools and of the various service agencies is coordinated thru the superintendent's office. This coordination is made easier if each school and each work team constantly takes account of the effects of its activities on the work of other units. When a proper spirit of cooperation prevails, most coordination is carried on thru informal channels, and without the necessity of relying upon controls. This is possible only when there is a free flow of information and ideas up and down the line and among the several operating units.

Evaluating Effects

A fifth major function of administration is to evaluate the effects of programs and operations with reference both to the attainment of objectives and to the growth of staff members. Evaluation should be applied to each of the other functions of the processes of administration. It is useful as a basis for progressive modification of the organization, the operating plan, the assignment of responsibilities, the allocation of resources, and the methods used to stimulate and coordinate the activities of the persons concerned. In the process of evaluation, there should be concern, not only for the achievement of the purposes of the enterprise, but also for the growth and satisfaction of staff members and for the quality of group morale.

Just as there should be opportunity for everyone to share in planning, so should all be encouraged to participate in evaluation. Confidence in the fairness of evaluation is a great morale builder and a great contributor to subsequent growth. It is also an essential part of the planning process. Each staff member should be encouraged to become intelligently self-critical and to join with his colleagues in the evaluation of the activities of the immediate work team to which

670

he belongs, and to review from time to time the progress made by the entire school system in achieving its major objectives.

Ways in which staff members may be involved in the several functions of administration will be dealt with more explicitly in later chapters. The remainder of this chapter will be devoted to a consideration of how to create an organization structure that is conducive to cooperative work.

Creating a Structure for Cooperative Work

In order that the processes of administration may operate, it is necessary to have some kind of structure. Organization structure may be regarded basically as a framework or scheme for the assignment of personnel and other resources and for the allocation of duties and responsibilities. It also provides channels for communication, coordination and control, and machinery for evaluation. It is essential that the processes of administration be carried on with a constant eye to the purposes to be achieved. It follows that the organization structure thru which the processes operate must be constructed with reference to the basic purposes of the enterprise. This is emphasized in the following definition:

> An organization of men is an arrangement of individuals whereby each member may contribute to or participate in a joint activity, in conformity with a planned purpose and procedure, to the end that the talents and energies of all may be applied economically, effectively, and harmoniously in the activity.[5]

Line and Staff Organization

The prevailing type of organization in school districts, as in other enterprises, is some form of line-and-staff organization. The line structure provides for the orderly delegation of authority and allocation of duties, while the staff structure provides advisory and other special services. The chief objections to the traditional organization are that it tends to be too authoritarian in character and too rigid in operation, and makes too little provision for cooperative group activity. While these defects may not be inherent in the structure itself, they do point to lack of flexibility in the use of concepts of organization. In an effort to make administrative structure

[5] Sears, Jesse B. *The Nature of the Administrative Process.* New York: McGraw-Hill Book Co., 1950. p. 88.

more flexible, many modifications have been introduced. As Pittenger puts it:

> School administration today, compared with the past, is moving toward less authoritarian types of organization and more cooperative procedures. . . . Whether or not traditional school administration should be liberalized seems no longer to be an issue. The issues, today, are how far the process should be carried and what forms it should take.[6]

Of the forces working for modification of administrative structure, the most powerful is the forward surge of the democratic spirit. Many in the past 50 years have echoed in one form or another John Dewey's query:

> What does democracy mean save that the individual is to have a share in determining the conditions and the aims of his own work; and that, on the whole, through the free and mutual harmonizing of different individuals, the work of the world is better done than when planned, arranged, and directed by a few, no matter how wise or of how good intent that few? How can we justify our belief in the democratic principle elsewhere, and then go back entirely upon it when we come to education?[7]

Changes in administrative structure are occurring not only because of the impact of democratic concepts but also because of the findings of scientific studies which illuminate factors related to morale and efficiency.[8]

Kinds of Cooperative Activity

Our concern in education is to create an organization structure which will capitalize the creative capacities of individuals and facilitate productive group effort for the attainment of our educational aims. Our first question thus becomes: What kinds of cooperative activity are appropriate and essential to these ends? We may answer by saying: All kinds of cooperative activity which promote:

1. Individual and group understanding of, and commitment to, the purposes of the educational enterprise
2. Disposition to assume personal and group responsibility for achievement of common goals
3. Ability to contribute effectively and creatively to solving problems involved in goal achievement

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[6] Pittenger, Benjamin F. *Local Public School Administration*. New York: McGraw-Hill Book Co., 1951. p. 56.

[7] Dewey, John. "Democracy in Education." *Elementary School Teacher* 4: 197; December 1903.

[8] For brief summaries of important studies in industrial organizations see: Miller, Delbert C., and Form, William H. *Industrial Sociology*. New York: Harper and Brothers, 1951. Chapter 3, "A Brief History of Scientific Experimentation in Industry," p. 34-83.

4. Coordination of efforts of all individuals and groups in the interest of the total enterprise.

It is impossible here to catalog all the types of cooperative activity conducive to the attitudes and abilities in the preceding list. We may note, however, that the following applications seem to be fundamental:

1. *Cooperation in planning,* especially purpose defining and goal setting
2. *Cooperation in allocating resources and responsibilities* for the various aspects of work planned
3. *Cooperation in performing tasks* essential to goal achievement
4. *Cooperation in evaluating* performance and procedures.

Our concept of cooperative activity includes individual effort or creative thought directed toward the common objectives and voluntary assistance of individuals to other staff members in discharging their responsibilities.

Principles Underlying Structure

We now need to reconsider structure for educational administration in the light of (a) our definition of administration; (b) the functions of structure in administration; (c) the kinds of cooperative activity seen as desirable; and (d) the functions of the school, the role of the teacher, and the nature of the educative process.

In educational administration, the primary purpose is to expedite learning. The role of the classroom teacher is central, and everything else is contributory, or should be. The teacher with his pupils thus becomes the focal point of educational administration. The most important decisions are given effect (or misconstrued, misapplied, or negated) in this setting. Accordingly, it should be a first concern of educational administration to define a role of professional status and responsibility for the classroom teacher. This leads us to the first principle to be observed in creating a structure for the educational enterprise: *Broad authority for adapting the content, the methodology, and the organization of learning experiences to the needs of a particular group of pupils should repose in the individual teacher.*

But teachers typically perform their roles in, or as a part of, a school. The school is housed in a building and includes varying numbers of pupils, teachers, auxiliary staff members, and usually a principal. The way in which one teacher, or other staff member,

performs his functions reacts upon the performance of others in his school. The school as a whole constitutes a major educative influence in the lives of children or young people over a considerable period of time. It is also an important educative influence in the life of the community it serves. Most educational policies are given effect, if at all, by the school. This suggests a second principle governing educational structure: *Wide authority and responsibility should be entrusted to each school for the development and effectuation of policies governing relationships to the community served and procedures for expediting and evaluating learning.*

Tying the second principle to the first principle suggests that the indicated authority and responsibility should be delegated to the faculty as a group (including auxiliary staff members as well as classroom teachers) and not just to the principal alone. This would mean assigning to the principal a role equivalent to that implied by the term "dean of the faculty," or chief coordinator, instead of that of overseer and chief disciplinarian. In its policy-making functions the school faculty will be careful to provide opportunity for participation of pupils, parents, and other interested citizens.

As schools usually contain more than one teacher, so do many cities, counties, and rural school districts contain several schools. In this case policies and practices in one school react upon other schools. If each school attempts to go its own way heedless of the effects upon the functioning or the community relations of other schools, the consequences for public relations and the development of pupils may be disastrous. Therefore, we are led to enunciate a principle which restricts the application of the second principle in much the same way that the second limits the first, namely: *The city, county, or other administrative unit must establish general policies which shall govern each school in exercising the autonomy granted it.*

The official policy-making body in most school districts is the board of education. Wise boards rely upon the assistance and advice of the superintendent of schools in analyzing problems and formulating policies. They also create opportunities for teachers and citizens groups to take part in policy formulation and review. In framing policies, they seek to provide the guidelines which are needed to coordinate activities, but avoid specific directives which curb initiative and hamper flexibility.

In the last several paragraphs, we have in effect traced the ladder of authority upward from the classroom teacher to the local school-board, stepping lightly over the intervening rungs. We thus have recognized the existence of a basic line of organization, and, to be perfectly frank, we see no way of abolishing it without making administration chaotic. The line-and-staff combination structure exists in some form in every organized school and school district. We do not think it is necessarily inimical to democracy. We do believe that it needs redesigning with deliberate provision for the incorporation of democratic concepts and more attention to the human relations in administration.

The three principles which we have listed are derived from the notion that authority accompanies the function or task. Authority is used primarily in the sense of power to make decisions and to see that they are put into effect. Functional structure provides a basis for allocating functions or tasks. The definition of the function or job indicates the authority and responsibility appropriate to it. It should be noted, however, that the authority attached to the job will shrink or expand in proportion to the ability of the person performing the function. For example, a principal who fails to assume responsibility for the improvement of instruction will sooner or later lose authority for supervision of instruction. Authority can also be whittled away thru the arbitrary exercise of power by administrative supervisors, for example, depriving principals of any voice in the selection and assignment of teachers.

To recapitulate: Administrative structure is viewed basically as a plan for allocating functions and assigning personnel to the several functions. It also provides channels thru which the process of administration may operate to achieve educational objectives. Administration itself is fundamentally concerned with facilitating the cooperative effort appropriate to the attainment of agreed-upon goals. Structure, therefore, should be developed on the basis of functions in such a way as to encourage desired types of cooperative activity.

Applications to Structure for Education

Since education centers around the teaching-learning function, the primary building block of structure for educational administration is the teacher-with-his-pupils. The nature of the teaching task

defines the authority and responsibility of the teacher. This sphere of the individual teacher with those in his charge must be kept inviolate from unnecessary intrusions of authority either from administrative superiors or from sources outside the school system. Within this sphere the teacher should have freedom to plan, to teach, and to evaluate. He should be able to command facilities adequate to his task and to call upon the services of specialists as needed.

In education as in other enterprises there are many tasks that can be performed better by small groups working together than by individuals. There are also many points at which the work of the individual teacher impinges upon that of his colleagues. For these reasons, there are many kinds of tasks and responsibilities which must be delegated to the faculty of a school rather than to individual teachers. The school should have a unitary impact upon pupils and upon the community it serves.

The school, therefore, occupies a key position in the educational structure. Its sphere of authority should include the subdivision of its functions into integrated job units and the assignment of these job units to individuals or small work groups. Responsibility for planning, for control of processes and procedures, and for evaluation should rest on the faculty as a whole including the principal and other administrative officers. The autonomy of the school within its sphere of responsibility should be as nearly complete as possible. A part of this responsibility is that of coordinating its work with that of other schools. In discharging its responsibilities, the school should be able to command special facilities and consultative services thru the staff of the administrative unit within which it operates.

Except in very small schools, there are tasks and responsibilities not easily discharged either by the faculty as a whole or by separate individuals. The work of the school divides naturally into units of closely related activities. Such functional subdivisions may be made either on the basis of social-psychological groupings of learners such as early childhood, preadolescent, and early adolescent education; or on the basis of types of educational experience such as social studies, science, and language arts; or on both bases. These subdivisions of function can then be entrusted to small work teams, consisting usually of two to 10 teachers. Each of these teams would be assigned authority and responsibility for a well-defined portion

of the educational program. Each team would have the further responsibility for coordinating its activities with those of similar work teams in the interests of an integrated school program. The principal and other supervisory officers would have a special charge to facilitate intergroup communication and coordination, as well as to provide consultative and other services to assist each group in developing maximum efficiency and effectiveness.

The Emerging Structure

Structure, like administration, is always changing. It must be created for each situation on the basis of functions to be performed in achieving the purposes of the enterprise. It begins, therefore, with a basic functional design, but the details are altered as the situation demands. Structure should take into account not only the functions to be performed, but also the relationships among persons. The persons for whom structure defines tasks and responsibilities should share in the creation of structure.

In creating a structure for cooperative work, consideration should be given to:

1. *Decentralization to place maximum responsibility at the operating level.* In educational administration this means enlarged autonomy for the school and increased responsibility for the teachers.
2. *Flattening of the hierarchal structure* to shorten lines of vertical communication and make it possible for those at the operating level to influence general policy decisions. This implies that schools thru their representatives should have direct access to the top administrative staff and policy-making agencies of the school district.
3. *Involvement of as many staff members as possible in setting goals and formulating schoolwide and systemwide policies.* Provision for school and district councils should be incorporated in the structure.
4. *Creation of small work teams* with definite responsibility for planning and effectuation of plans for defined areas of the program. These work teams should be made up of teachers and other personnel responsible for carrying out closely related activities within a school. Proximity, congeniality, and relatedness of function must all be taken into account.
5. *Judicious use of committees in planning and coordination.* The committees supplement the work teams within schools and serve as mediums for arriving at decisions affecting more than one school.
6. *Development of advisory and special services* to assist the operating units. Supervisory and auxiliary services should be provided to schools, work teams, teachers, and committees on a "service" basis. Such services should be provided by a staff with authority based not on hierarchal position but on special knowledge and skill.

The resulting structure will be a functional organization. It will use a simplified line-and-staff form, with the line representing the primary basis for the distribution of functions and the staff representing services to facilitate the performance of functions. Looked at from the viewpoint of performance of functions, the "line" goes from the *teacher,* to the *work team,* to the *school* (with the principal as chief coordinator), to the *school district* (with the superintendent as supreme coordinator). Looked at from the viewpoint of the delegation of tasks or functions, it extends from the policy-making agencies of the school district down thru the school to the classroom teacher. Authority and responsibility inhere in the definition of functions.

Does this mean that everything is a matter of collective responsibility and that there are no special roles for administrators and teachers? Not at all. Administrators occupy key points for decision making, for stimulating cooperative work, and for coordination. They have a special responsibility for mobilizing the resources of the staff for planning and performance of functions. They exercise authority for the staff on the basis of leadership and the intermingling of staff experience.

OUTLINE OF CHAPTER 2

Selection
- Job Analysis—A First Step
- Statement of Essential Qualifications
- Need for a Thoro Search
- Selection—A Cooperative Task
- The Application Form
- Candidates' References
- Observation of Candidates' Teaching
- The Interview
- Written Examinations

Assignment, Transfer, Load
- Some Basic Principles of Assignment
- Need for Well-Defined Transfer Policies
- Service Load
- Hours per Week

Orientation of Newly Appointed Teachers
- Induction Objectives
- Steps in Orientation Program
- Special Supervision Needed

Developing Pay Scales
- Significance of Competition
- Cost of Living
- Factors Related to Salaries of Administrators

Evaluation of Performance
- Rating Probationary Teachers
- Rating Permanent Staff Members

Promotions

Procedures for Handling Grievances

Personnel Records

Role of Board of Education

Recommended Procedures

CHAPTER 2

Personnel Procedures in School Administration

THE development of a strong professional staff and the maintenance of high morale among school employees require hard work, good judgment, and skill in human relations. The tasks of finding the right persons to fill vacancies, of determining assignments and service loads, of orienting newly appointed teachers to the school system in a highly efficient fashion, of establishing salary policies and wage scales that encourage employees to put forth their best efforts, of evaluating staff achievements, of recommending for promotion to leadership positions staff members who are best qualified—these are some of the major responsibilities of the superintendent of schools. And, as indicated earlier in this volume, he shares these responsibilities with various members of his staff.

Chapter 1 described the Yearbook Commission's philosophy of the nature and function of school administration, and thus charted a course for this entire volume. Any consideration of staff relations, however, would be incomplete without a description of some of the specific devices and methods of personnel administration, and such is the purpose of this second chapter. Later chapters deal more explicitly with how we can facilitate cooperative action.

Selection

A school system is no better than the classroom teachers it employs; yet the lack of attention given to recruiting and selecting gifted teachers points to the conclusion that superintendents and boards of education are not fully aware of the importance of this initial step in the development of a great staff. In teaching, as in most other professions, there are no substitutes for brains and personality. Altho the effectiveness of teachers and supervisors who are

not blessed with an abundance of these indispensable qualities can be increased, the likelihood of achieving an outstanding school system with a staff that does not possess them is indeed small.

Selection procedures too often have been limited to notifying some nearby employment agency or college placement bureau of vacancies and of choosing among three or four candidates recommended by these agencies. Included in the process have been a review of credentials and a personal interview. In some instances where opportunity permitted, the candidate's teaching has been observed. Seldom, however, has the task been viewed as one that required a thoro analysis of the needs of the school system as they relate to staff or a really thoro search for the best available candidates. In business where competition is an important consideration, far greater attention has been given to the selection of key employees. In the amusement field, especially in professional baseball and football, the search for talent is a continuous process and one which consumes much time and money on the part of management. Most public-school systems have pursued a less aggressive policy in recruiting and selecting staff members.

Job Analysis—A First Step

Before any intelligent decision can be made with respect to a candidate's fitness for a position, the requirements of the job need to be weighed carefully. This implies that consideration be given to the philosophy of the school system and that the duties and functions of the person who is to fill the post be analyzed and clearly set forth. In brief, a clear statement of what is expected should be formulated. If the vacancy to be filled is a classroom teaching job, it is important to inquire whether or not the appointee will be asked to assume guidance responsibilities, to participate in curriculum improvement activities, to work closely with the PTA, to provide leadership for a school-community project, or whether his functions will be limited almost exclusively to classroom activities.

If the vacancy is an administrative or supervisory one, the duties should be specifically determined and designated. The rules and regulations of the Portland, Oregon, Board of Education set forth in considerable detail the duties of school principals and central office personnel. To illustrate, the job of the head of the personnel division is defined as follows:

1. He shall provide for the staffing of the respective schools.
2. He shall arrange for the transfer of teachers at his discretion. If such transfer is requested by the Teacher, or by the Principal, the request shall be made in writing.
3. He shall issue all notifications of employment, transfer, and dismissal to all employees of the district.
4. He shall issue to the Business Office the necessary authorization for placing personnel on the payroll; such authorization shall conform with existing rules and regulations of the Board.
5. He shall establish a procedure for the redress of grievances of employees.
6. He shall be responsible for the collection of all data for matters pertaining to promotion, pay, transfer, dismissal of personnel, or tenure trials.
7. He shall assemble all data required for a tenure trial.[1]

Statement of Essential Qualifications

It is also desirable that a school system decide what specific characteristics it is looking for in candidates. Does the community want disciplinarians of the old school or does it prefer teachers who are gifted in using democratic procedures and who achieve order thru indirect rather than direct methods. In short, what traits are sought?

The point of view of the board of education, the superintendent of schools, and the superintendent's staff on the nature of the job and the personal and professional traits and competencies needed for success in carrying on the school enterprise has a direct bearing on the efficiency of a school system in selecting its employees.

The Bronxville, New York, school system has defined the type of person it wants Bronxville teachers to be. Among the major characteristics are these:

1. He is a person in his own right.
2. He is committed to the democratic ideal.
3. He gives unmistakable evidence of professional competence.[2]

Under each of the major characteristics just listed, Bronxville has spelled out in great detail what is expected of teachers in order that they may measure up to the standards established.

Related to job analysis is the matter of surveying the characteristics and resources possessed by the present staff as a whole. The

[1] Portland Public Schools. *Rules and Regulations.* Portland, Oregon: Board of Education, 1947. p. 20.
[2] *The Bronxville Salary Schedule, Its Objectives and Make-Up.* (Combined Statement by the Board of Education, Administrators, and Faculty of the Bronxville School, Bronxville, N. Y.) May 17, 1948. p. 2-4.

gathering of facts with respect to age, sex, and the talents possessed by staff members in such areas as music, dramatics, industrial arts, recreation, and other specialized fields is essential if a well-balanced and resourceful teaching staff is to be developed. Altho there are no hard and fast rules that can be applied safely in appraising existing strengths and weaknesses, a thoro review of the facts will almost inevitably produce insights and information that promise to make the selection procedure more efficient.

Need for a Thoro Search

After a clear statement of policy has been established with regard to qualifications and a survey of existing staff strengths and needs has been made, a thoro search for candidates is the logical next step. This implies a generous budgetary allowance for travel for the person or persons making the search and involves contact with many teacher placement bureaus. College and university placement agencies have proved most helpful to school systems in the past (according to the statements of superintendents of schools) and a real effort to obtain the cooperation of these placement officers should be made early in the selection process.

The appointment of teachers from a wide geographical area has considerable merit provided basic qualifications are not sacrificed. There has been a tendency toward provincialism in school systems in the appointment of teachers, and in view of the nature of the public-school enterprise this trend is unfortunate. While a reasonable amount of like-mindedness is a desirable staff characteristic, a cosmopolitan group of teachers possessing a wide variety of talents promises more for the welfare of children than a staff composed almost exclusively of teachers recruited from a single state or region. Altho salary levels may be too low in some school systems to attract outstanding candidates from a distance, most districts will be able to find and employ promising talent if a determined effort is made. Admittedly there is at present a great shortage of qualified elementary-school teachers, and it may appear visionary and impractical to assume that highly qualified teachers from other states can be uprooted. While there is no panacea for this imbalance in supply and demand, a positive policy of searching for gifted teachers is almost certain to pay big dividends. Up to the present, few school systems have embarked upon any such plan.

One important consideration is the kind and amount of information provided placement officers regarding the school system that is searching for candidates. A brochure which presents in concise terms a description of the community and its cultural and recreational facilities, the salary schedule and leave provisions, a statement of eligibility requirements including state certification regulations, and information about the school system and its administration is a good medium for providing useful information to both placement officers and candidates.[3]

Selection—A Cooperative Task

School systems will continue to vary widely in the degree to which they involve principals and classroom teachers in the selection process. Ideally, several persons should participate. Since principals have a big stake in the outcome, they should have a voice in the choice of candidates. Heads of departments and supervisors are clearly interested parties and should be consulted. Teachers whose assignments are similar to those inherent in the vacancies to be filled often have insights and knowledge regarding the qualifications needed which administrators and supervisors do not possess. Experience indicates that one of the most important sources of information about qualified applicants is the classroom teacher. Therefore, teachers should be encouraged to suggest names and their recommendations should be given full consideration.

When candidates live near enough to visit the school system where the vacancy exists, it is feasible to have several persons interview them and participate in the selection procedure. But if candidates living at a distance are to be encouraged to apply, some one person has to assume the major responsibility for interviewing them and appraising their personality traits. A committee can examine credentials and raise pertinent questions about qualifications, but it does not appear likely that more than one or two persons from any *single* school system can travel extensively in search of candidates because of the time and money required. The superintendent of schools and the principal of the school in which the vacancy exists are the logical persons to visit placement bureaus, interview candidates, and observe the teaching of applicants who live outside

[3] See *Come Teach in Redlands,* Redlands, California; *And Gladly Teach,* Board of Education, Great Neck, New York; and *For You for Education in Newton,* Board of Education, Newton, Massachusetts.

the immediate neighborhood. In large city-school systems the personnel director may assume this responsibility.

The Application Form

An important phase of teacher selection is the appraisal of applications and credentials—a task which, as noted earlier, need not be restricted to the superintendent and the principal. The following application form recommended by a committee of the New York Metropolitan School Study Council has considerable merit in that it calls for rather complete information on the candidate's background.[4]

Teacher Application Form

To the Applicant:

We recognize that any application form has some shortcomings in giving us a complete and accurate description of a candidate. However, we feel that the following information will in part help us to determine whether or not our school system offers what we think is the best opportunity in placing you in a building where you can make the greatest contribution and, at the same time, grow professionally and derive a maximum of satisfaction from your work.

We are extremely interested in maintaining the high calibre of personnel that we have in our schools and your complete and honest responses on this form will be mutually advantageous.

Date.....

1. Name (Mr., Mrs., Miss).....
2. Date of Birth..... Place of Birth.....
3. U. S. citizen..... Height..... Weight.....
4. Present address .....
5. Permanent address .....
6. Marital status .....
7. Number of children ..... Their Ages ....., ..., ..., ...

   Other dependents (Specify).....

   .....

[4] Metropolitan School Study Council. *Report: Teacher Selection.* Unmet Needs Group Studying the Problems of Emotional Stability. New York: the Council, 1951. p. 14-20.

8. How many days have you lost from work or college on account of illness in the past 5 years? ..... Are you in sound health now? .....
9. Do you wear glasses? .....
10. Is your hearing normal? .....
11. List any physical defects .....
12. If war veteran or civilian defense worker, give length of service .....months.

    Branch of service or activity .....

    Theater of operation.....

    Rank .....

    Type of work you did .....
13. What foreign languages do you speak? .....

    .....

    .....
14. Position for which you are applying .....
    List in order of preference the grades you would like to teach.

    (a) ..... (b) ..... (c) .....
15. Educational background
    List high school graduated from and all colleges and training institutions attended full time. (Summer Session and Extension Courses are in a separate section.)

Educational or Training Institution Location— City and State	Dates Attended	Diploma or Degree	Major and Minor	Distinctions, Activities, or Honors

16. At present matriculated for ..... degree, to be conferred about ..... by.....university or college.

17. Summer Session and Extension Courses (Use back of this sheet if more space is needed)

Dates	Institution	Location	Courses and Credits

18. List and give extent of any special training you have had that is not mentioned above: e.g., music, art, industrial training, military courses while in military service, etc. .....

.....

19. Certification or Eligibility for Certification

Kind of Certificate	Date	Issued by	Expires	Specifically What Qualified to Teach or Administer

20. References: These should be persons qualified and willing to give an honest appraisal of your fitness for the position you seek. Please include superintendents and principals with whom you have worked.

Name	Address	Position or Occupation

A. Professional References

1. .....
2. .....
3. .....

B. Personal References

4. .....
5. .....

21. Teaching experience

Period—Months	School and Location	Grade or Subject Taught
A. Student or Practice Teaching		
B. Regular Paid Teaching under Contract		
C. College, Part-Time, Substitute, Night or Summer, etc.		

22. List the experiences you have had with children (other than the above).

Camp .....

Home .....

Community .....

Church .....

Other .....

23. What type of work experience as an adult have you had other than teaching?

Dates From	Dates To	Employer and Location	Type of Work and/or Position	Years

24. Were you trained for another profession or occupation before entering teaching? ..... If so, what? .....

25. Indicate the approximate number of credits taken in each of the following areas in your undergraduate college courses.

    .....a. The humanities (other than literature; i.e., music, art, foreign literature, philosophy, etc.)

    .....b. The physical sciences (chemistry, physics, astronomy, etc.)

    .....c. Biological sciences

    .....d. Mathematics

    .....e. Social sciences (history, sociology, economics, anthropology, etc.)

26. List participation within the last two years in any professional activity for the improvement of the school or schools where you have been employed. (e.g., Curriculum Revision, Pupil Progress Report, etc.)

    .....

    .....

    (If not employed in a school system within the last two years, write "not so employed.")

27. List any professional organizations of which you are a member (mention any offices or positions of responsibility you have held in these organizations). .....

    .....

28. List the non-educational societies, organizations, or clubs to which you belong (mention any offices or positions of responsibility you have held in these organizations).....

    .....

    .....

29. What professional magazines did you receive as a subscriber during the past year? (Do not list publications of professional organizations which you received as a member.).....

    .....

30. What is the greatest distance that you have traveled away from home on any one trip during the past 8 years? .....(miles)

31. What is the greatest distance that you have *ever* traveled away from home on any one trip? .....(miles)

32. List below your most outstanding or interesting travels. (Include any to foreign countries.)

Year	To Where	Reason for Trip	Why Outstanding to You
Example:			
1946	*California*	*Family Vacation*	*People met*

33. How many non-professional magazines (*Atlantic Monthly, Time, Life, Harpers,* etc.) do you regularly buy or subscribe for? .....

34. What are your hobbies or special interests? .....

.....

35. Have you specially developed talents outside your teaching specialty? (Have you [had] published one or more books of a literary character? One or more articles for a literary or scientific journal? Do you play a musical instrument? etc.) Please list below.

.....

.....

.....

.....

.....

36. How many plays, operas, or concerts (other than movies) have you attended within the past 12 months? .....

37. Approximately how many non-professional books do you have in your personal library? .....

38. If you collect phonograph records, approximately how many and of what type do you have in your collection? .....

.....

39. How many non-professional books have you bought during the past three years? .....

40. How many books of all kinds have you read during the past year? .....
41. How many professional books have you added to your personal library during the past 3 years? .....
42. Candidates may enclose a separately written statement providing any additional information considered pertinent to this application.

Candidates' References

Most college placement bureaus have on file letters of recommendation which throw light on the personality and competence of candidates. These usually need to be supplemented, however, by other statements from employers or by direct communication with college or university professors or officers. Too often letters of recommendation are not frank and objective, and they seldom reveal weaknesses. It is important to find out what is omitted and, sometimes, what is behind the statements in the letters of recommendation. Often the best way to do this is thru face-to-face contacts with those who wrote them; sometimes a telephone conversation will clear up uncertain points in the mind of the appraiser. Frequently it is wise to extend the inquiry by asking persons not listed among the references about the competence of a candidate. Since each appointment has great significance for the welfare of children, the appraisal should be thoro. Some school systems request a biographical sketch in addition to the usual credential forms provided by placement bureaus. This record often reveals interests and characteristics that are not brought out in the application blank or in an interview.

Observation of Candidates' Teaching

Observation of the teacher in the classroom is not always feasible, since many excellent candidates are certain to come directly from preparatory institutions and their practice-teaching experience may already be completed when the superintendent arrives to discuss the filling of a vacancy. But when possible, an actual demonstration of teaching technic should be sought even tho the situation is bound to be somewhat artificial. Some indications of potential success are almost certain to be discovered by a skilled observer. Moreover, the "teaching personality" of the candidate is not always revealed in an interview.

The Interview

The interview, nevertheless, is a "must" in the selection procedure. Its primary objectives are to size up the personality of the candidate, to gain insight into his philosophy of education, and to learn of his future plans and ambitions. The interview should be at least 30 minutes in length in order to give both the candidate and the interviewers time enough to obtain the information essential for reaching decisions. The interview should be planned thoughtfully but not standardized; privacy should be ensured and interruptions carefully avoided.

A single interview may not always settle the question of how well suited the candidate is to fill a vacancy, but it can provide important clues which, if followed up, will uncover the information necessary to enable the interviewer to make a reasonable sound judgment of the probable success of the candidate. When the candidate is invited to come to the local-school system for an interview, it is often advisable to have several persons participate, in addition to the superintendent of schools. These might well include the principal, a classroom teacher in the area in which the vacancy exists, a guidance counselor, and perhaps one or more supervisors. If an informal atmosphere is maintained and the purposes of the interview kept clearly in mind, this procedure can be most effective. The pooled judgment of several interviewers is likely to be better than that of a single person.

Written Examinations

Because of the magnitude of the task, large cities will undoubtedly continue to use boards of examiners in selecting teachers. Moreover, written examinations will probably be employed as one step in selection wherever large numbers of vacancies occur annually. While there is much to be said for this screening procedure, it tends to restrict the applications to those persons living within the city concerned and thus makes for provincialism. Some arrangement whereby candidates can take the examination without appearing in person before the examining board is desirable. The designation of centers scattered thruout the United States for holding the written examinations is a plan that merits consideration. One advantage of using the National Teacher Examinations

in selecting teachers is that these examinations are given periodically in widely scattered cities.

The use of written examinations in relatively small school systems is impractical. It is more efficient and economical for such communities to rely upon information furnished by colleges as to the knowledge and educational background of candidates.

Assignment, Transfer, Load

One of the problems confronting school administrators in school systems where large numbers of vacancies arise annually is the assignment of new teachers to positions where they can best serve the interests of the school system. When teachers are employed before vacancies actually exist, it is impossible to tell the newly appointed staff member the specific post to which he will be assigned. A candidate usually wants to know just what his job entails: who his principal will be, what the school neighborhood is like, what specific grade or subject he will be asked to teach. Contracts are usually very general with regard to assignments. They may specify the assignment as "teaching in the elementary school," or name the general areas in the secondary school, but considerable leeway in the exact placement of teachers is almost always provided the superintendent and board of education. Some protection is assured thru certification regulations; usually teachers cannot be assigned to positions for which they have not had the required preparation.

There is no simple procedure, however, which will guarantee equal protection to both board of education and classroom teacher. If the administration is to fill vacancies with qualified personnel, it cannot wait until the turnover is fully known; it must anticipate needs and be guided by population growth curves and past replacement data. In short, there must be some flexibility provided in making assignments.

Superintendents in small school systems can often be fairly certain of replacement requirements and expansion needs, and can assure the candidate of a specific teaching assignment once they are satisfied as to his qualifications.

Some Basic Principles of Assignment

A few basic principles should be kept in mind in assigning newly appointed teachers to positions. First, *the teacher's preferences*

should be respected whenever this is feasible. Teachers who have a strong desire to teach first grade but who are technically qualified to teach anywhere in the primary grades are likely to be off to a running start if they are assigned their preferred grade. The same principle holds for assignment to positions in the upper elementary grades and in the secondary schools. A candidate's interest in a subjectmatter area may be a determining factor in his success.

A second consideration is teaching load. Too often new teachers are given the difficult assignments which experienced teachers are anxious to avoid. Such a policy is unsound. While it may contribute to the morale of a few staff members, it will not improve the educational program. Most inexperienced teachers are ill equipped to deal with problem children or to manage exceptionally large classes. Therefore, *whenever possible, the lighter loads should be reserved for beginning teachers.* Such protection does not need to be given to appointees with considerable experience. Such teachers should be able to handle a full teaching load.

A third principle, which needs little if any elaboration, is that *the superintendent of schools should be made responsible for the assignment of all personnel.* This does not mean that he personally must administer this function. In large cities an assistant superintendent or the director of personnel may be delegated the task of teacher assignment. Regardless of the size of school system, the advice and recommendations of principals and supervisors should be considered.

Need for Well-Defined Transfer Policies

The assignment problem is by no means limited to the original placement of teachers. It is often necessary to transfer teachers in the interests of economy and efficiency. Sometimes the request originates with the teacher and sometimes with the administration. In small school systems it may not be necessary to draft detailed policies governing transfer, but in most districts it is highly important that the conditions under which transfer may be made and the procedures to be followed in administering it be determined and made known to all concerned.

A written statement of principles might be included in a handbook of personnel policies. Who is responsible for handling transfer requests; what time of year may transfers be made; what

steps should be taken once a request has been filed; what priority, if any, is to be given to experienced teachers; what safeguards should be established to protect both teacher and administration—these questions and other phases of the transfer problem should be cooperatively developed and adopted.

Service Load

What constitutes a reasonable service load still remains a highly controversial question. Not only is it difficult to reach agreement on optimum class size in the various grades and divisions of the school system, but the matter of how much time teachers should be expected to give to extra duties and responsibilities over and beyond that devoted to actual classroom instruction continues to puzzle school administrators. The Research Division of the National Education Association periodically summarizes reported teaching load practices in urban school districts. School administrators will find in the Educational Research Service circulars [5] data on class size in elementary grades and in selected departments of instruction in secondary schools. In establishing load policies, it is helpful to consider current practices and trends even tho educators generally believe that present class-size averages are higher than desirable.

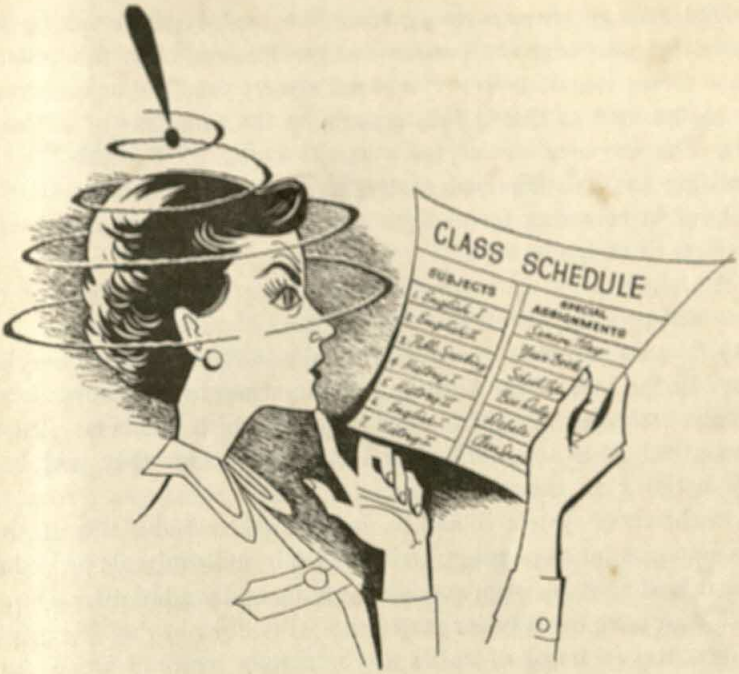
Actually, class-size averages have reached alarming proportions, and enrolments are continuing to mount, buildings are growing more obsolete and inadequate, and funds with which to expand are becoming more scarce. Some school systems will undoubtedly find it difficult to keep the problem from becoming worse.

Hours per Week

Class size is only one factor to be considered in determining load. The time required of staff members to carry out their assignments is perhaps the best single measure of load. Load studies in selected city and village school systems point to a work week of 40 to 45 hours as fairly typical.[6] Total load includes class preparation, attendance at staff meetings, marking papers, curriculum revision

[5] National Education Association, Research Division and American Association of School Administrators, Educational Research Service Circulars. *Size of Class in 241 Urban School Districts 30,000 to 100,000 in Population* (No. 5, 1954); *Size of Class in 110 Urban School Districts over 100,000 in Population* (No. 6, 1954); *Size of Class in 277 Urban School Districts 2500 to 30,000 in Population* (No. 8, 1954).

[6] Long Beach, San Diego, California; Suburban School Districts, Philadelphia, Pennsylvania.



efforts; in short, all the duties commonly associated with teaching. Civic and religious activities and professional study carried on at college or university are not included in the work week altho teachers may be urged to devote more time to such activities than are most other citizens.

Total hours devoted by individual teachers to their duties vary widely. Differences in interest, ability, and temperament account for a large proportion of the variability found in time spent by teachers on their professional work. Some differences are related to the school program and to the conception which the staff and the administration have regarding the needs of children of various age levels.

So-called extraclass activities are found more commonly in secondary than in elementary schools, and these activities affect load and assignment policies. In many school systems those responsible for coaching athletics and dramatics, and for directing music activities, receive extra compensation for the additional time required and extra responsibility assumed. While this is general practice, some

school systems attempt to equalize the load of the teaching staff and treat all classroom positions alike. Theoretically, this point of view seems sound; however, it is not always practical or economical to assign load so that it falls equally on the shoulders of all teachers. The use of a device, such as the Douglass Formula,[7] in appraising the existing load of teachers in the secondary school is helpful in revealing inequalities and can lead to a more objective method of assigning load.

A standardized work week for all teachers is not the answer to the load problem. Professional employees should not be bound by any time limits except those which apply to the length of the school day. In the case of the latter, a minimum number of hours is commonly prescribed by setting the time by which teachers must arrive at school in the morning and the earliest time they may leave the building in the afternoon.[8]

Each school system should be encouraged to study its load problems and, as far as possible, arrive at a fair and equitable procedure. Local load studies, when cooperatively made by administration and staff, can pave the way for statements of policy on what is expected of teachers in terms of duties and minimum hours of work. Altho a complete job description is perhaps impractical for most professional workers, statements of minimum expectations can be helpful to classroom teachers, administrators, parents, and members of the board of education. (For additional information on teacher load, see Chapter 6.)

Orientation of Newly Appointed Teachers

The orientation of newly appointed teachers is an important administrative responsibility. Experiences during the first few months of employment often condition the future efficiency of teachers, and it therefore behooves the superintendent and his staff to give careful thought to induction procedures. No single program of orientation can lay claim to perfection, but experience has convinced thoughtful educators that certain measures, if adopted, are vastly superior to a laissez-faire approach. School systems which consider induction an

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[7] Douglass, Harl R. "The 1950 Revision of the Douglass High School Teaching Load Formula." *Bulletin of the National Association of Secondary-School Principals* 35: 13-23; May 1951.

[8] "In general, teachers are expected to be on duty 30 minutes before convening of classes and 30 minutes after dismissal of pupils." Public Schools, Springfield, Mo., 1953.

integral part of the inservice education program of teachers rather than a separate administrative problem are likely to achieve superior results.

Induction Objectives

The objectives of an induction program should include both immediate and long-term goals. It is important for newly appointed teachers to settle down quickly to the work of the school: to become familiar with the resources of the school system and the community, to develop the kind of social and professional contacts essential to satisfactory adjustment, to improve their teaching skills. Too often beginning teachers are afflicted with a feeling of fear and insecurity. Altho it is highly improbable during the first few weeks of teaching that these emotional reactions can be overcome completely thru any steps taken by the administration, they certainly can be somewhat alleviated.

There is no substitute for knowledge, and every sound induction program is based on the principle that the more the newly appointed teacher knows about the school system and its policies, the curriculum of the school to which he has been assigned, and the community, the greater his efficiency will be. It is equally important that newly appointed teachers acquire a feeling of belonging as early as possible. The sooner the teacher becomes an active participant in school affairs and feels he is a regular member of the team, the sooner his full potential will be released.

Steps in Orientation Program

Furnishing information is the first step in achieving the conditions just noted. As soon as the contract is signed or an oral agreement between the candidate and the school system has been reached, there should be a constant flow of information between officials in the school system and the newly appointed teacher. The school newspaper, recent central office and school bulletins, a copy of the teachers' handbook—these and other materials that throw light on local-school activities should be sent as a matter of course to teachers who are soon to join the staff. Moreover, the new teacher should be encouraged to correspond with his principal and the superintendent and to ask any questions relating to his job which may have come to mind since the appointment was made. These communi-

cations will supply important information to the recently appointed teacher and will give him a feeling of membership in the school staff. Assistance in finding suitable housing is provided by many school systems before the opening of school. Sometimes this responsibility is assumed by a committee of the local teachers association or by a lay organization.[9]

A second step which a number of school systems have found invaluable is the holding of a workshop for inductees just before school opens. This may or may not be in conjunction with a cooperatively planned workshop for all teachers. The program is basically one of orientation and usually includes a discussion of the current philosophy of the school, the program of studies, and administrative procedures. An opportunity is provided for participants to ask questions. A few school systems attempt to acquaint the newcomers with the community and its resources during the workshop period. Sometimes one or more local civic organizations arrange for a tour of the school district and provide a luncheon at which civic leaders are introduced. This experience gives teachers valuable information on local resources and conditions, and makes for a feeling of "at homeness" which contributes greatly to morale.

A third step aimed at speeding up efficiency bears on the social and professional adjustments of the newly appointed teacher and on his relationships to his colleagues and the school program. Some school systems have a plan whereby the inductee has a specified advisor to whom he can turn for counsel whenever the going gets difficult. The success of any such arrangement depends upon the qualifications of the advisor and the rapport which he establishes with the new teacher. In general this plan has been reported favorably by administrators who have used it. An advisory plan of this character makes it easy for the uninitiated to solve their problems without always having to seek the advice of the principal. The proximity of a colleague who has no administrative or supervisory relationship to the new teacher is a big factor in making the relationship an effective one.

A fourth provision designed to make the early months of teaching satisfying is the seminar for newly appointed teachers where free exchange of experiences is ensured. This calls for regular

[9] National Education Association, Research Division and American Association of School Administrators, Educational Research Service. *Teacher Orientation Programs in City School Systems.* Circular No. 8, 1952. Washington, D. C.: the Association, September 1952. 48 p. (Offset)

meetings at which representatives from the central office and perhaps principals and experienced teachers participate in the discussion of topics of interest to newly appointed teachers. Supervisors and administrators can thus learn much about the interests and needs of this group. Moreover, informal seminars offer an opportunity for discovering and developing leadership abilities and for encouraging experimentation.

A fifth practice, which has as its primary objective the improvement of teaching skill, is to provide opportunities for the new teacher to observe excellent teaching both within and without the school system. Often they can learn much from observing the work of colleagues within the same building. This is less time consuming than trips to other schools in the district or to other school systems. Wherever the observation is made, it is essential that careful planning precede the visit. The newly appointed teacher as well as the principal and other teachers should share in this planning; otherwise little will be accomplished.

Closely related to this is a sixth practice of using demonstration teaching as a means of improving teaching skills. One advantage of this supervisory device over visits to other classrooms is that the demonstration takes place in the newly appointed teacher's own classroom where he knows the pupils and the setting is familiar.

Special Supervision Needed

In school systems employing large numbers of new teachers annually, there is justification for providing a supervisor or consultant to work solely with this group. In this way, teachers can get help when they are most likely to need it, and the investment is almost certain to pay big dividends over the years. Another practical consideration related to evaluation is the decision as to which teachers to recommend for permanent status and which teachers to guide into some other vocation or to encourage to take jobs elsewhere. A helping teacher or supervisor can render invaluable service to the school system in appraising the performance and the promise of newly appointed teachers. Thru early diagnosis and evaluation the problem cases are discovered and appropriate steps taken to remedy the situation.

Nothing has been said in the preceding paragraphs about the new teacher's relationships to parents and to community activities. Cer-

tainly some guidance should be provided. Maintaining a reasonable balance between strictly professional responsibilities and those which are on the periphery is difficult but essential if the new teacher is to succeed. Administrators should provide for beginning teachers some protection against the pressures of outside agencies and groups which frequently try to commandeer the services of these young enthusiastic teachers before they have mastered their teaching duties.

Altho the foregoing practices and procedures are specifically directed toward orienting the new teacher, their major objective is the improvement of instruction. Much of what has been said about new teachers and their needs applies to some degree to all classroom teachers. Knowledge of the job and its demands coupled with feelings of security and adequacy are powerful determinants of morale and efficiency. An enlightened program of inservice education has as its major objectives the extension of knowledge and skill and the development of a team spirit on the part of all workers. As was indicated earlier, the program designed for newly appointed teachers should be viewed as a definite segment of the total inservice education program and should be thoroly consistent with it. Examples of cooperative activity in induction programs may be found in Chapters 5 and 9.

Developing Pay Scales

A great deal of subjectivity enters into the establishment of salary rates for public-school personnel. It is impossible to determine the true worth of a teacher's service to a school system since only indirect measures can be applied. They usually consist of amounts of preparation and experience, altho a number of school systems claim to employ a merit factor, the results of which are considered highly unreliable.

Minimum and maximum salaries rest primarily on competition and, in a few states, on state salary regulations. A common procedure employed in setting minimum and maximum salaries is to examine the comparable salary levels existing in school systems deemed competitors. This poses some difficult questions as to what school systems are competitors and what constitutes the geographical limits of competition.

In a 1952 study of salaries of the professional staff in Brookline, Massachusetts, the salary consultants considered three geographical regions as falling logically in the competitive area: selected school systems within Massachusetts, selected school systems in the metropolitan area of New York, and selected school systems in the United States outside Massachusetts and the New York region.[10] In view of the fact that Brookline had continuously pursued a policy of appointing teachers from a wide geographical area and gave every indication of wanting to employ the ablest teachers available, the competitive area could logically be considered to encompass the better-paying school systems thruout the United States.

Significance of Competition

There is little logic in the argument frequently advanced that the richer the local community, the more it should pay its employees. Teaching service, like other commodities which citizens purchase, should command the price that it is worth. Worth is related to supply and demand and to the value of the educational product. While it is difficult, if not impossible, to determine the dollar value of the product, the market value of highly qualified teachers can be more objectively ascertained. Hence, the major question is: How much must be paid in order to obtain and retain teachers who meet specified qualifications? To argue that communities should be philanthropic and pay more than is necessary to maintain high-quality teaching service is inconsistent with the American way of life. The strongest argument for paying teachers a professional salary is that only thru such a policy can professional service be ensured. If the people are satisfied to provide children with poor or mediocre instruction in the public schools, high salaries are not indicated.

The scarcity of intelligent and gifted adults has been and will continue to be the chief basis in determining salary and income levels in the professions. In order to attract and hold its share of these talented young people who constitute the reservoir from which the professions draw their members, public schools must hold out opportunities and advantages equivalent to those offered by the leading professions. While it is true that certain valuable considera-

[10] Elsbree, Willard S., director. *Survey Report: Salaries of the Professional Staff, Brookline Public Schools, Brookline, Massachusetts.* New York: Teachers College, Columbia University, Institute of Field Studies, 1952. 106 p.

tions other than salary, such as long vacations, tenure, retirement provisions, and association with children, tend to make teaching attractive to some, they seldom make up for a wide disparity in pay. School systems will continue to get about what they pay for and little more. Whereas the missionary spirit is a *sine qua non* in teaching, it is not a substitute for a professional salary when quality is used as the criterion.

Cost of Living

A second element in determining salary levels is cost of living. To lose sight of this and rest the salary case solely on competition could conceivably prove shortsighted. Unless teachers can maintain a professional standard of living, they cannot long render highly efficient service. Modern schools require teachers who keep abreast of their fields and who are reasonably free of economic worries. If teachers are compelled to supplement their salaries with money earned during their out-of-school hours in employment that is not conducive to personal and professional growth, the school system will be the loser; similarly, if teachers are constantly harassed by economic problems, they cannot give their best efforts to their pupils. It is, of course, a matter of opinion as to just what constitutes a professional salary. But a salary committee that gives study and thought to facts and figures bearing on local living costs in relation to salary levels is more likely to propose adequate schedules than one that ignores this factor.

While the use of a formula in attempting to relate cost-of-living data to basic salaries is open to serious question, the information on teacher expenditures which can be collected thru a questionnaire study will throw considerable light on the adequacy of existing salary policies and can be used effectively in making revisions.

Discriminating boards of education that can afford it will establish salaries that will enable them to attract the ablest teachers available. In order to know the salary levels needed to achieve this, it is essential to know what the better-paying communities are now offering and what allowance, if any, needs to be made for differences in cost of living. School systems which are guided by such facts in establishing salary schedules will have little trouble in maintaining a well-qualified staff.

Factors Related to Salaries of Administrators

Salaries of administrators and supervisors should be based on the responsibilities inherent in the positions represented. It is helpful to use classroom teachers' salaries as a reference point. The Research Division of the National Education Association periodically publishes the ratios between the median salaries of classroom teachers and the median salaries paid supervisors and principals in various divisions of the school system. These ratios are useful in checking local policies, but they should not be viewed as ideal or desirable. They reflect current practice and are as good as, but no better than, the judgments which led to the adoption of existing salary levels. What is essential, if sound salary policies are to be established for administrators and supervisors, is that jobs be analyzed and classified so that inequalities are ironed out and the relationships between classroom teachers and the administrative and supervisory staff are carefully defined. Few school systems have undertaken this task, and the result is that great inconsistencies now exist within the profession. Here is a potentially productive field for cooperative study by staff members. (Chapters 6 and 7 contain additional information on salaries.)

Evaluation of Performance

Since the efficiency of a worker often has implications for assignment, for salary increases, and for inservice education, an important problem confronting school administrators is evaluating the work of individual employees. In industry the worker's immediate superior usually has the responsibility of appraising the performance of those under his supervision. The counterpart of this officer in a school system is likely to be the school principal, or if the employee's assignment is in the central office, a director, an assistant superintendent, or the superintendent of schools.

Merit rating schemes are fairly common in business and industry. While they are not universally accepted as sound means of maintaining worker efficiency, most executives consider them useful in the management of industrial enterprises. No single rating instrument is recommended by all efficiency experts. Tailormade devices seem to be required to meet the needs of individual business concerns. While industrial consultants appear to be generally favorable

toward merit rating, there are admittedly some limitations to current incentive plans. Many are unreliable and lack validity. Moreover, a number of human factors apparently have been overlooked in the establishment and administration of merit-rating arrangements, and hence their full impact on production is probably less than is claimed. Motivation, an important factor to consider in any evaluation plan, is a complex phenomenon, and more research is needed before conclusions as to the value of existing merit-rating schemes can be reached.

Civil Service employs appraisal procedures similar to those just mentioned. There are marked differences of opinion here also as to the reliability of the ratings given and the effects on morale. Just how much school administrators can profit from the experiences of business or Civil Service in developing rating instruments and procedures is a moot question. Superintendents would be wise to proceed cautiously in introducing evaluation devices which may have been employed successfully in other vocations but which have little or no application to teaching. An examination of rating blanks employed in business and Civil Service will reveal items that have little, if any, bearing on the work of teachers. If a sound appraisal procedure is to be found, considerable research directed specifically toward the evaluation of teaching performance will be required. Thus far, efforts in this direction have not provided a completely satisfactory answer—at least in the judgment of most educators.

The failure to find a valid rating instrument has been a matter of great concern to both laymen and school administrators. The current situation, however, is not so serious as some of the proponents of teacher rating portray it. With greater emphasis being placed on teacher selection and induction, and with improved personnel leadership, there is every reason to believe that a high degree of teaching efficiency can still be maintained.

Rating Probationary Teachers

Some school systems focus attention largely on probationary teachers, and do not apply the rating device to permanent members of the staff. Under this arrangement the work of nontenure or probationary teachers is appraised in considerable detail several times a year, and the results are used in reaching decisions regarding retention, salary increase, and the inservice education pro-

gram of the relatively inexperienced members of the staff. Such an instrument as the *Ohio Teaching Record Anecdotal Observation Form* is a valuable one to use in assessing the performance of these teachers. It consists of eight observational guides dealing with such items as the materials of instruction, the function of the subject-matter used, methods of instruction, attitudes and relationships, and so on. Space is provided for recording the results of three independent observations in each of the eight different areas. According to the authors, "This record form is intended for use in a cooperative inquiry carried forward by teachers and competent, informed observers, whose purposes are concerned with the improvement of teaching."[11]

The Ohio form can be adapted to the philosophy of most school systems without much alteration. It is vastly superior to most locally developed rating plans and has been used experimentally with hundreds of teachers.

Rating Permanent Staff Members

After teachers have won their spurs and have been given permanent status, there is considerable doubt about the desirability of applying regularly any current appraisal device which is aimed at measuring individual teacher performance. This doubt does not spring from the belief that individual teachers do not differ in their output, nor from the naive assumption that all tenure teachers consistently put forth their best efforts. But, if the primary purpose of evaluation is to increase efficiency, two basic considerations need to be weighed.

First, there is the question of wise expenditure of supervisory time. Students of the rating problem agree that the performance of a complex task like teaching cannot be assessed reliably without making several ratings and without covering a wide variety of items or traits. The time required to do this must be taken from other leadership and supervisory activities. This raises the practical question of which activities are worth preserving. Retaining all activities implies adding substantially to administrative and supervisory costs. It seems doubtful that the public will give enthusiastic support to the latter alternative.

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[11] Ohio State University, College of Education. *The Ohio Teaching Record Anecdotal Observation Form*. Second revised edition. Columbus: Ohio State University Press, 1954. Cover page.

The second consideration relates to long-term values. Public-school teachers, unlike physicians, lawyers, and other professional workers, have never been completely free to pursue their art. Hanging over their heads thruout their careers in most school systems are supervisory restraints and restrictions. To develop a great teaching profession, it is necessary to allow wide freedom of action to individual members and to encourage experimentation and research. Rating schemes have not played an important role in the progress of other professions. Unless some valid procedures are developed which remove much of the subjective element inherent in current devices, it seems unlikely that rating will contribute significantly to the improvement of the teaching profession.

The acceptance of the idea that current rating schemes are not appropriate for use with experienced teachers does not carry with it the implication that all efforts to evaluate teaching performance are futile or without merit. Principals and supervisors, if well qualified for their positions, are sure to discover without the aid of a rating instrument those teachers who are very strong and those who are very weak. Moreover, the continuous use of a professional record form or folder can provide information that has significance for promotions and for inservice education. Cumulative appraisals are likely to be much more reliable than those limited to any single year. Experienced teachers are bound to lose effectiveness on occasion whatever method of evaluation is employed. If evidence needs to be assembled for administrative use, the *Ohio Teaching Record Anecdotal Observation Form* or some similar instrument can be administered as in the case of probationary teachers.

Administrators are also confronted with the problem of deciding which teachers to advance on the salary schedule, and in some communities merit rating is used for this purpose. Because of the subjective nature of current evaluation schemes, the use of merit rating in administering salary schedules is almost certain to depress morale. It is much less damaging to withhold increments from a few outstandingly weak teachers whose performance can be assessed without using any formal rating plan than to subject all teachers, the successful as well as the unsuccessful, to an appraisal scheme that is lacking in validity and reliability. As indicated earlier, not only is the process time consuming, but it also creates an atmosphere that is not conducive to high efficiency.

Students of teacher rating are leaning more and more toward group appraisal as the solution to the evaluation problem. Under this arrangement the individual school becomes the center of the appraisal effort, and the classroom teachers, supervisors, and principal join forces in studying and reporting progress along with unmet needs. This approach changes the focus from the individual employee to the group. The interchange of facts and ideas inherent in such a procedure ensures professional growth and seems likely to pay bigger dividends than efforts to rate individual performance. It also promises more for the development of wholesome teacher attitudes since there is far less threat to self in group evaluation.

Promotions

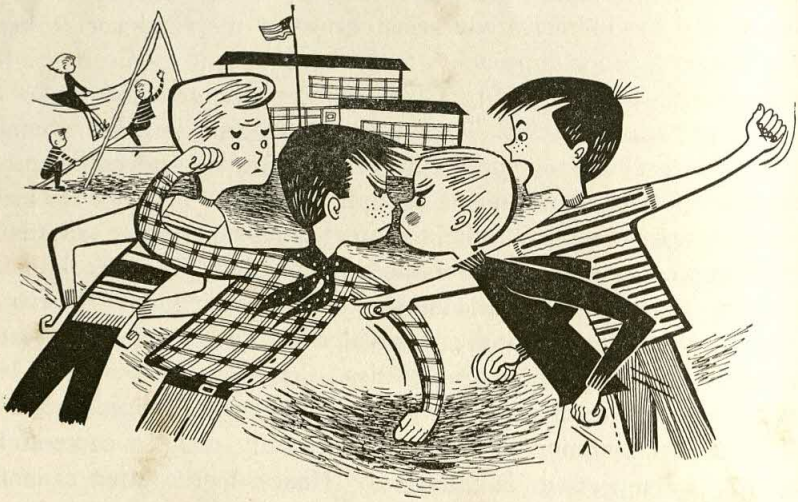
There are those who argue, and with some point, that a sound staff promotional policy in a school system is contingent upon keeping systematic records of employee performance. To some this implies periodic ratings and the filing of supervisory reports in addition to the inservice education record of the employee. There are, however, other approaches to this problem of discovering administrative and supervisory talent. Some superintendents make a continuous search for it. They urge principals, supervisors, and classroom teachers to report evidences of special leadership aptitudes which they have noted in staff members. The reports are followed up by several administrators and supervisors, so that more than one judgment is obtained. White Plains, New York, has been experimenting with a leadership seminar which gives the participants experience in problem solving. Such a seminar has great value in improving leadership abilities.

The assumption that a person who consistently receives an "A" rating as a classroom teacher will necessarily make a successful principal or supervisor is fallacious. Hence, merit rating cannot be justified on the grounds that it is essential to a sound promotional plan. More and more school systems are using internships as proving grounds for aspirants to administrative positions. Ability to work with staff members, to handle routine matters with dispatch, and to organize and administer the job assigned can be determined reliably only in a practical situation such as the internship provides. The educational value of such experience is certain to be great.

Procedures for Handling Grievances

While school systems generally can boast of a relatively high degree of morale on the part of their employees, most of them from time to time are confronted with individual employee grievances that cannot be ignored. The procedure used in handling these grievances needs to be thoughtfully considered and clearly defined.

Small school systems do not need to establish elaborate machinery in order to handle complaints. It is essential, however, that aggrieved employees and those responsible for their supervision understand what steps are to be taken when problems arise. Experience indicates that the employee's immediate supervisor is the logical person to consult first in case of a grievance. The latter is likely to be the building principal since classroom teachers, secretarial workers, and custodians are usually directly responsible to him. In the central office a director, an assistant superintendent, or the superintendent of schools would be the appropriate individual to consult.



When a satisfactory solution cannot be reached thru a conference between the employee and his immediate supervisor, opportunity should be provided for appeal to the next higher official in the administrative organization. In small school systems this would ordinarily be the superintendent of schools or the supervising principal. If the grievance still remains unsettled after a conference

with the chief executive officer, an appeal to the board of education should always be open to the aggrieved employee. The administration should advise all employees of the correct procedure to use when grievances arise and should give principals (and other line officers) the power to settle them.

In large school systems special machinery to deal with unusual grievance problems may need to be established. It may de desirable to create an employee grievance committee to assist in handling cases that cannot be settled between the employee and his immediate supervisor. This committee could at times assist the employee as well as the administration in identifying the facts and the issues involved and, if wisely led, could play an important role in insuring just treatment to all parties concerned.

It is usually conceded that grievances can be handled best by line officers when problems under consideration fall within their spheres of responsibility. The first step should be a face-to-face contact between the employee and his immediate superior. If this effort fails, an appeal to a higher line officer is indicated, and so on thru the administrative hierarchy until a just settlement is reached.

Experience suggests that in case of appeal the grievance and the recommendations of the officers to whom the grievance has already been referred be written out in detail, and a specific number of days be designated during which appeal must be made if it is to be considered. These written statements should be made available to the employee grievance committee, the officer to whom the appeal is directed, and to the person appealing.

If no satisfactory solution is reached when the case has been heard by appropriate line officers including the superintendent of schools, an arbitration committee consisting of representatives of the employees and the administration, together with a third person selected by the representatives just referred to, should be created to consider the grievance and render a judgment. The decision should be considered final if it is not inconsistent with schoolboard rules and regulations.

As was indicated earlier, the employee grievance committee might well serve as an advisory committee to both employees and the administration. This committee might review grievance policies and procedures and recommend improvements when needed. It

should be emphasized, however, that such a committee cannot logically be entrusted with the settlement of grievances if the membership is not fully representative of all the interests of the school system.

Boards of education and school administrators will not be besieged by employee grievances if steps are taken to deal with them systematically when they arise. With a sound procedure, precedents are gradually established which serve as guides to everybody concerned. This fact coupled with the assurance that the avenue is left open for free and full discussion of all the issues involved will tend to keep the number of appeals to a minimum. The absence of policy with respect to handling grievances is likely to prove more time consuming than a well-defined procedure.

Personnel Records

The efficiency of a school system is somewhat contingent upon the existence and use of adequate personnel records. Schoolboard policies should be based on as nearly complete information as can reasonably be assembled, and administrative decisions affecting employees should be made only after all pertinent data have been considered. Unless some systematic effort is made to record and file significant facts about the activities and accomplishments of employees, personnel policies and administrative decisions are likely to be inconsistent and unsound.

This is not the place to set forth in detail the specific record forms which are needed to promote efficiency or the items which should be included in the various forms used. Local circumstances should undoubtedly be considered. The size of the school system, the rules and regulations of the board of education, the nature of the duties allotted to administrative and supervisory officers, and the requirements laid down by the state are some of the factors which may well affect the number and character of forms needed.

It seems certain, however, that a comprehensive personnel record form should be on file in the central office and that provision be made for recording and filing a rather full history of the employee's experience and background.[12]

[12] The record form used in the Newton, Massachusetts, school system is an excellent one. See also *Elsbree-Davies Instructional Personnel Record Form.* New York: Teachers College, Columbia University, 1945.

There is a trend toward the use of a personnel folder on which information can be recorded and in which pertinent data can be filed. In the case of the professional staff, provision is usually made for recording information on certification, preparation, experience, salary, inservice education, absences, hobbies, publications, and date and reason for leaving the school system; in short, space is provided for a fairly complete professional history.

Folders for other employees of necessity carry some items not applicable to teaching personnel and vice versa. The contents will vary widely depending on the activities and experiences of the individual employee. The completed application blank, information on educational background, evidences of accomplishment, reports bearing on grievances, and any correspondence or annotated statements that have relevance for the future efficiency of the individual employee can wisely be filed in the personnel folder.

Role of Board of Education

In the foregoing discussion of personnel procedures, nothing has been said about the role of schoolboard members. Since they have a major responsibility for the outcomes, it is appropriate to consider just how they can function most efficiently in relation to personnel administration. Certainly they should seldom, if ever, become involved in the actual job of administering personnel policies. Their primary responsibility is to adopt sound policies, to insist on adequate information before passing on recommendations, and to require periodic reports from administrative officers on the results achieved.

This role does not imply that the board of education should remain completely removed from study committees and employee groups who have suggestions or proposals relating to personnel policies. It is often desirable for boards of education to hold hearings and to seek the counsel of representative employees and lay citizens. The superintendent of schools should encourage open and free discussion of communitywide school programs and should pave the way for groups to appear before the board of education. Such a procedure will lead to wiser policies and will enhance morale.

The board's responsibility for wise legislation makes it essential that appropriate machinery be established for studying the needs

of the local-school system with respect to personnel and policy formulation. Thruout this yearbook considerable emphasis has been given to ways and means of developing sound personnel policies. There is general agreement that wide employee and lay participation should be secured in studying major school problems. It is also agreed that administrative and supervisory leadership needs to be given to committee activities in order to obtain the best results. Moreover, there seems to be a considerable body of opinion in support of the practice of freeing employees from part of their regular responsibilities when they participate actively in committee work having systemwide implications. This points to a generous budgetary provision for substitute service. It implies that provision be made for employing consultants to facilitate the work of the committee and that funds be made available to enable the committee to function efficiently. It is desirable to reimburse committee members for travel when such expenses are incurred in carrying on the work of the committee, for meals when luncheon or dinner meetings are held, and for secretarial help in collecting pertinent data and in preparing memorandums and reports. The small cost involved in providing favorable working conditions for study committees will be more than offset by increased efficiency. Too often a penny-wise and pound-foolish policy obtains with respect to committee projects.

Recommended Procedures

The procedures discussed in this chapter are consistent with the principles and philosophy of school administration set forth in the first chapter of this volume. Emphasis is placed on the advantages of employee participation in the formulation of policies, on the importance of respecting the personality of the employee, and on the desirability of establishing practices based on sound psychological principles. In short, the procedures proposed have their roots in a sound philosophy of administration.

Administrators are urged to give serious consideration to the following procedures:

1. To make a job analysis preliminary to the selection of employees and to define carefully the qualifications needed by candidates to fulfil the requirements of the positions concerned.
2. To extend the search for candidates to include a wider geographical area than is usually covered in selecting members of the professional staff.

3. To involve several employees in the selection process, including administrators, supervisors, and classroom teachers.

4. To make full use of such appraisal devices and technics as an application form; letters of recommendation; observation of the candidate's teaching; interview; and, in large cities, to give consideration to the use of appropriate written examinations.

5. To make the superintendent of schools officially responsible for assignment and transfer, to take account of the preferences of new teachers in assigning duties and responsibilities, and as far as possible to reserve the lighter loads for beginning teachers.

6. To develop specific principles and policies to govern the transfer and promotion of employees.

7. To study the existing work load situation and in light of facts revealed develop load policies that are equitable and fair.

8. To develop an efficient induction program for employees that includes (a) provision of adequate information on school policies and practices for newly appointed staff members, (b) provision for active participation in the program, (c) opportunity to attend seminars and workshops, and (d) provision for observing the performance of master teachers. When the number of new teachers warrants, a special supervisor should be appointed to work exclusively with them.

9. To utilize the talents of representative employees in formulating salary policies and to take adequate account of competition as well as local cost-of-living data in establishing minimum and maximum salaries.

10. To relate the salaries of administrators and supervisors to the salaries paid classroom teachers. In doing this, careful consideration should be given to duties assigned, hours of work required, length of year employed, practices in comparable communities, and other pertinent factors.

11. To proceed cautiously in adopting and administering an evaluation scheme aimed at measuring the individual achievement of experienced teachers. Most current appraisal instruments lack validity and hence, when used, are likely to lower employee morale. In the case of probationary teachers, the *Ohio Teaching Record Anecdotal Observation Form* or some adaptation of it, constitutes a useful instrument to apply.

12. To establish a systematic plan for handling employee grievances designed to insure the speedy and just settlement of disputes. In large school systems special grievance machinery is sometimes useful and an employee grievance committee may profitably be maintained.

13. To develop and maintain a system of personnel records which will provide the school system with a fairly complete history of employees and their activities. The personnel folder has many advantages over traditional record forms.

14. To clarify the role of the board of education in dealing with personnel policies and procedures. The board's responsibility is primarily legislative in character altho the board does have the broad function of appraisal. The efficiency with which administrators and other employees carry out official school policies is a matter that cannot be ignored. Hence, the board of education should insist on periodic reports. It is equally clear, however, that schoolboards should not become involved in the day-to-day administration of personnel policies.

OUTLINE OF CHAPTER 3

Lessons from Industry

Attitudes Toward the Job
- Three Basic Attitudes
- Response to Challenge
- Sense of Growth and Achievement
- Influence of Appreciation and Rewards

Attitudes Toward Co-Workers
- Interest in Self
- Need for Security
- Need for Belonging
- Sharing Responsibility
- Dealing with Negative Forces

Leadership and Followership

Teachers Have Individual Differences

The Educational Team

CHAPTER 3

Capitalizing on the Forces That Motivate Human Behavior

IT SEEMS to be clear that there are underlying reasons—motivating forces—for everything we do and say or fail to do and say. They govern the spirit and outlook with which we approach the work we have to do and the people with whom we have to associate from day to day. We may not even recognize these forces; certainly we seldom understand or analyze them with a view either to their more effective application or to their control.

Moreover, these motivating forces are rarely single or simple things; they are usually complex mixtures of a lot of different elements. Some of these elements are deep-seated and persistent, such as whether our health is good or ill, or whether our general outlook on life is cheerful or gloomy, or how successful we are in living within our income. Others of these elements are trivial and fleeting—a word spoken in anger, a recognized injustice, a struggle with transportation facilities, a misplaced book or tool; or, on the other hand, a friendly smile or greeting, the passing courtesy of a stranger, a chance encounter with an old friend, an unexpected gift. At any given moment we feel good or bad; our outlook toward life and work and other people is enthusiastic or depressed or indifferent.

Motivating forces thus manifest themselves as attitudes, feelings, and actions. To those with whom we come in contact, they are revealed in character, personality, and behavior. Our associates either like us or they do not. They learn that they can depend on us or that they cannot. In endless variation they judge us for our cheerfulness, our tolerance, our courage, our patience, our kindness, our sincerity, our willingness to cooperate, or for our display of

the opposites of these and other virtues. And in like manner we judge our associates, individually and in groups.

These judgments, each of the other, are the bases upon which people live and work and play and plan together. When the judgments are favorable, the relationships are harmonious and rewarding. When they are unfavorable, relationships are strained and barren. In reality, they are never all favorable or all unfavorable, but a composite of endless variations and degrees. It is this fact which gives to personal and group relationships their complex and challenging nature.

What is the key to successful group enterprise—be it a business, civic organization, or school system? What factors lead people to put forth their best efforts, to work harmoniously together, to maintain a high degree of loyalty and morale from day to day, week to week, and year to year? These are questions to which efficiency engineers and experts in sociology devote much study and research. And they are beginning to find some interesting answers.

Lessons from Industry

Research in business and industry has clearly revealed that technical knowledge of the job is not the only factor in a worker's efficiency and success. He must know how to do what is required of him, of course, but his attitude toward his job may be even more important than his skill in it. This attitude is a product of the human relationships existing between him and his employers and between him and his fellow workers. It is a composite of his feelings about them and their feelings about him.

Industry has also learned that perfection in formal organization and physical working conditions does not guarantee successful operation. There is more to it than machinelike precision, accuracy of technical adjustment, and comfortable environment. Also involved are human factors, infinitely varied and often unpredictable. The informal, hour-to-hour and day-to-day relationships among and between workers, foremen, supervisors, managers, and top executives may have much more to do with making or breaking a business than technological efficiency. Unless the people concerned can work together harmoniously and happily, their output is reduced both in quantity and in quality.

Early evidence of the controlling importance of the human equation in industrial enterprises resulted from a series of experiments carried on between 1924 and 1940 by the Western Electric Company at its Hawthorne Works near Chicago. Essentially these experiments consisted of changing such aspects of working conditions as physical surroundings, work hours, rest periods, and the like, for one group of employees, while a control group of similar size carried on under the old conditions. Contrary to expectations, the productivity of *both* groups went up. The basic reason was that both groups of workers had a sense of recognition and importance because of being singled out to participate in the experiment. Obviously the range in physical conditions had less effect than the feeling among workers that they were doing something important. These experiments have been described as follows:

> Some mysterious [factor] . . . had thrust itself into the experiment. . . .
> This [unknown factor] wasn't in the production end of the factory. It was in the human end. It was an *attitude,* the way the girls felt about their work and their group. By asking their help and cooperation, the investigators had made the girls feel important. Their whole attitude had changed from that of separate cogs in a machine to that of a congenial group trying to help the company solve a problem. They had found stability, a place where they belonged, and work whose purpose they could clearly see. And so they worked faster and better than they ever had in their lives.
>
> A factory performs two major functions: the economic one of producing goods and the social one of creating and distributing human satisfactions among the people under its roof. A great deal of study by efficiency experts had been devoted to the production function, but very little to the social function until the Hawthorne experiment came along and discovered that the two were inseparable. If a factory's human organization is out of balance all the efficiency systems in the world will not improve the output.
>
> It must not be thought that the investigators concluded that hours. rates of pay, rest pauses, lighting, were without significance. But they did conclude that, when work was carried on well within the limits of human stamina, feelings counted more than hours of labor.
>
> Other careful tests confirmed this: feelings not only counted more than hours of labor; they often counted more than wages. Indeed it was found that employees were more concerned about the relation of their pay to that of fellow workers than about the actual amount of cash they got. Even if their wages were high, they were burned up if somebody whose position they considered inferior received more. Some day factory managers are going to realize that workers are *not* governed primarily by economic motives. . . . Underneath the stop watches and bonus plans of the efficiency experts, the worker is driven by a desperate inner urge to find an environment where he can take root, where he belongs and has a function; where he sees the purpose of his work and feels important in achieving it.

Failing this, he will accumulate frustrations and obsessions. "Fatigue" and "monotony" are effects of frustration rather than causes of it. For their neglect of the human function of production, managers have paid a high price in strikes, restricted output, and a vast sea of human waste. . . .

There is an idea here so big that it leaves one gasping.[1]

The fact that most industrial workers are not dismissed because of any lack of technical skill is well established. The underlying reasons are human factors, attitudes on the part of the employer toward the worker and of the worker toward his employer. They involve inability to get along with other people. They involve emotional instability and warped or selfish attitudes toward life and labor and society. The list of specific reasons, usually unexpressed on either side, is endless.

At least two basic factors that fundamentally govern the harmony and happiness of working groups have been identified—the desire of every individual to feel important, and the almost equally strong desire to feel secure and at ease, not only economically but also in his human relationships.

If this is true in enterprises where the products are inanimate and standardized, how much more complex is the situation in a school system where every growing boy and girl as well as every member of the staff presents individual differences in character, needs, feelings, and desires. Other differences between a public school and a business complicate the matter still more. The educational function in a community is a permanent, continuous activity. It cannot be liquidated or suddenly revamped from top to bottom when conditions become intolerable. Adjustments have to be made *while the school carries on.* Moreover, school authorities can exercise little or no selectivity with regard to their raw materials—"all the children of all the people" may legally enter the school and command its services.

Attitudes Toward the Job

Great differences exist in group operation. In some school systems, for example, all the people involved—board of education members,

[1] Miller, Delbert C., and Form, William H. *Industrial Sociology.* New York: Harper and Brothers, 1951. p. 6-7. (Adapted from Chase, Stuart. *Men at Work.* New York: Harcourt, Brace and Co., 1945. p. 3-27.)

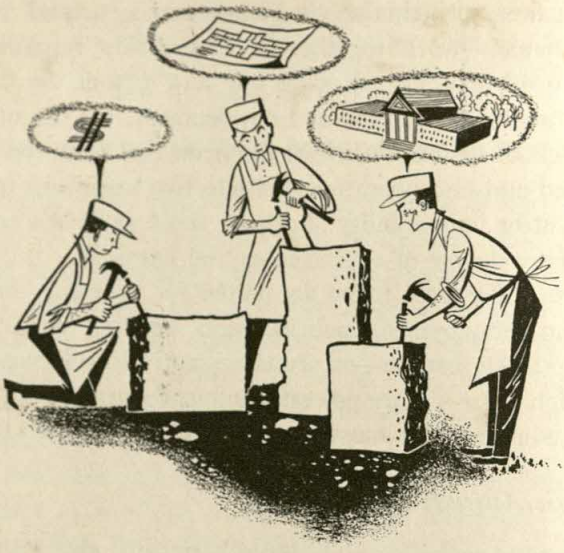
superintendents, principals, classroom teachers, and nonprofessional personnel—work together as a smoothly running team to provide the opportunity for each boy and girl in the community to achieve maximum growth and development. On the other hand, there are school systems in which the personnel from top to bottom is so divided and uncooperative that effective teamwork toward any goal is an utter impossibility. Between these extremes are systems showing every degree of effectiveness and harmony.

Are these differences to be accounted for primarily in terms of organization, employment policies, and working conditions—important tho these may be—or are there motivating forces in human nature which exert a more powerful influence on the final outcome? If so, the administrator must be prepared to deal with them, also.

Three Basic Attitudes

An old story well illustrates three basic attitudes toward a job. The incident is said to have happened on the occasion of the rebuilding of the Canadian Houses of Parliament after a devastating fire in the early years of the century. A man and his friend were visiting the construction area and chanced upon three stonecutters chiseling away upon blocks of marble. The man said to his companion, "Let's see what these men have to say about their jobs." So he asked the first stonecutter, "My friend, please tell me what you are doing." The workman looked up sullenly and said, "If you want to know the truth, I'm earning $3 a day." Asked the same question, the second stonecutter replied, "Do you see this architect's blueprint and this block of marble? I'm trying to shape the block exactly as called for in the blueprint." When the third artisan was questioned, he looked up with a smile, waved his hand toward the rising walls of the new building, and answered with a note of pride in his voice, "I'm helping to build the Houses of Parliament."

Everywhere in the workaday world we encounter these three basic attitudes and countless variations of them. There are those who see in the work they do only the necessary means of earning their daily bread, and who have no interest in it beyond the pay envelope. Consequently, they look upon labor as drudgery, give a minimum of return for the wages received, and please neither themselves nor their employers. Far more commendable is the attitude of the



worker who finds pleasure and satisfaction in his craftsmanship. He knows that he can do a good job and likes to do it, but gives it little thought beyond the perfect exercise of his skill. Happiest of all is the worker who not only earns his pay by doing a skilled job, but who knows why he is doing it, what the results will be, and how it is related to the broader aspects of life.

In education these same three types appear: the classroom teacher or administrator who does his job perfunctorily from one pay day to the next, the one who enjoys the thing he teaches or directs for its own sake, and the one who sees the effect of what he does upon the life and outlook of his pupil or his staff member. The number of strict money seekers in the educational world is relatively small because money is more abundant and easier to come by in many other fields. The number of those who perform their skills without concern about outcomes is larger than is to be desired. These are the classroom teachers who teach subjects with little or no regard for the individual needs of their pupils; they are the administrators who plan a perfect organization without consulting their staffs and without regard for its effect upon the staff. Ideally we seek professional personnel of the third type—those having true regard for the preciousness of human life and for the highest possible development of each individual. It is comforting to know that the

number of those with this broader outlook and dedication to service is not inconsiderable and is growing.

Fortunately the lines between the different types of attitudes are neither rigid nor insurmountable. Conditions can be created and stimulation can be given which may help the clock and dollar watcher to find interest in his job, and which may lead more and more competent workers to understand the long-range results of their efforts and to find satisfaction in knowing that they are contributing to progress toward a better world.

Response to Challenge

An important attitude toward the job is willingness to assume new or greater responsibilities. This is true of an individual and of a group. All of us like to believe that we can meet the challenge of some more difficult or important task. And for the most part we can, under proper stimulus. Henry Ford once said that there is no man living who cannot do more than he thinks he can. There is a lot of truth in this. We do not realize our latent capabilities until they are put to the test.

Much of the world's work is made up of routine. Keeping house, farming, bookkeeping, driving a bus, selling—almost any occupation you can name consists largely of doing the same things over and over countless times in much the same way. Fortunate indeed are those whose jobs provide some variety, some opportunities to meet unexpected demands that break the monotony of routine, and thereby bring new interest and incentive into life. School administration and classroom teaching likewise consist of much routine and repetitive work. But they offer a higher percent of new challenges from day to day than most occupations do. Because they deal so largely with human beings, new situations and new problems are constantly arising which have not been foreseen and which call for increased effort and ingenuity in their solution. We can either resent these things as interruptions to a familiar schedule, or we can welcome them as challenges to our resourcefulness and adaptability. The person who sees such challenges not as frustrations but as tests of his ability is likely to meet and solve each problem as it arises. In doing so, he increases his power to face the next such test.

The process of providing challenges can be used effectively by a superintendent in dealing with his staff or by a classroom teacher

in dealing with his pupils. It is one of the things that lead most surely to growth.

Sense of Growth and Achievement

Most pleasing of all familiar human satisfactions are feelings that we are getting somewhere, that we are really accomplishing something worthwhile, that we have made gains in our powers and abilities over a year ago or a month ago. Sometimes, so suddenly does this sense of growth come over us that we can see and feel it from one day to the next.

In a certain sense all growth is reform, the changing of *what is* into something better. The whole process of education is devoted to stimulating and guiding growth not only in the pupils but in the school staff, professional and noninstructional, and among supervisory, administrative, and policy-making personnel, and we might well add nowadays, among the citizens of the community. This is what makes education the great constructive force that it is, the key to progress toward a better world.

Reform, growth, progress, or whatever you call it, is intimately tied up with human motives. It is attained only thru the combined efforts of individual men and women to develop themselves as distinct personalities. This idea is more fully developed in Chapters 5 and 9.

Influence of Appreciation and Rewards

Closely allied with human feelings of growth and accomplishment is the influence of deserved commendation. A word of praise works wonders no matter in which direction it flows. There is no less reason why a teacher should express appreciation to the principal, supervisor, superintendent, or board member, than that these "leaders" should always make certain to commend the worthy efforts of those under their guidance. Opportunities for this sort of thing are endless and all about us. If we form the habit of watching for them, we will find our own outlook improved, our happiness increased. Is it necessary to add that never should we become professional praise bestowers? Our expressions of appreciation should be natural and spontaneous to do the greatest good.

Literature is full of inspiring references to this sort of attitude which seems so hard for most of us to exercise in the rush of every-

day work and worry. When was the last time you voiced appreciation to someone, beyond a formal "thank you"? We are told that

> The world needs more than triumphs,
> More than all the swords we've drawn;
> It is hungering for the fellow
> Who keeps cheering others on.[2]

Failure to show appreciation when opportunity arises can be a serious damper to morale. Even more deadly is the sin of taking credit away from someone else and claiming it as our own. Teachers in dealing with their pupils and administrators in dealing with the school staff have a potent force for developing teamwork and *esprit de corps* in always promptly giving credit where credit is due.

Recognition that extends beyond the school to the community or outside world may greatly boost the morale of an entire school organization. A community which is led to recognize outstanding achievements in its schools reacts in turn to stimulate the pride and effort of its school employees. This is more than the winning of athletic contests, altho these are likely to come to mind first and

[2] Anonymous.

are not to be minimized if the program which produced the winning team is based on sound balance and educational goals.

A growing number of state and national awards and scholarships is serving to bring to many school communities, perhaps for the first time, knowledge that they have on their school staff leaders of more than local reputation. Of course, any such recognition presents dangers as well as assets, but something must always be risked if anything of value is to be gained, and the secret lies in helping everybody to have a feeling of group solidarity and to take personal pride in deserved recognition won by any member of the group.

Attitudes Toward Co-Workers

The over-all purpose of this book is to suggest how a broader outlook and harmonious relationship may be achieved by the superintendent of schools and his staff. Procedures for accomplishing this desirable result will be found in the chapters which follow. The present chapter seeks to identify some of the attitudes, feelings, and needs which individuals and groups reveal in their attempts to work together. The degree to which these motivating forces in human behavior are wisely used, misused, or neglected by the school administration contributes directly to the type of school system which develops.

Interest in Self

The first of two major factors which motivate human behavior is the individual's interest in himself and preoccupation with his own happiness, well-being, and success. Up to a point this is an asset because it supplies the urge and the drive which keep us putting forth real effort. The superintendent who understands this dominating force among the individuals on his staff will be able to capitalize on it by appealing to their interest in their own success.

On the other hand, when our interest in self takes the form of a selfishness which comes in conflict with the interests of others, trouble results. Too strong a bias in our own favor and unconcern for others account for most of the difficulties that arise in human relationships.

The hardest lesson to learn in life, and one that some people never accept at all, is the Golden Rule. Yet it lies at the very heart

of happy and successful living in a world where everyone, except an occasional hermit, has to mingle with and get along with other people. Those who follow it have found that true satisfaction and a rewarding sense of accomplishment are proportional to the degree to which we turn our interest away from self and focus it on the welfare of others and on the success of purposes that are bigger and more worthy than our personal desires. It is the old, old story of losing one's life in something outside one's self in order to find true happiness and the real meaning of life. It is the lesson that a selfish clutching to our own bosoms of what we value is often the surest way of losing it, while sharing with generous spirit seems to multiply its value not only to others but to ourselves as well.

> A man there was, and they called him mad;
> The more he gave, the more he had.[3]

Notwithstanding the inclination to think first of self, the great majority of people are sincere and honest and are trying most of the time to deal fairly with one another. Indeed, if this were not so, the world would be an intolerable place in which to live. Yet no one reaches perfection in his relations with others. In a school system, administrators, classroom teachers, and other staff personnel need constantly to examine and evaluate their conflicting emotions as regards their own self-interest and the legitimate interests of their associates.

Need for Security

The second of the two major factors that exert an overwhelming influence on behavior is the need to feel secure. It is not just a matter of economic security altho that is important. It involves our whole relationship with other people and with the world of men around us. Do we feel at ease among them? Are we accepted? Or, are we a prey too much of the time to feelings of insecurity and fear—fear for our job, fear of criticism, fear of making mistakes, fear of change, fear of meeting people, fear of our superiors? These feelings will grow upon us if we let them. But if we face the facts squarely, we will quickly realize that most of our fears are imaginary. If we do our work well and get along with our fellow workers, feelings of security are likely to follow. Honest criticism is helpful

[3] Paraphrased from John Bunyan's *Pilgrim's Progress.*

and not something to be afraid of; in fact, we should welcome it if our desire to improve is sincere. It is good for us to have to adapt ourselves to changes once in a while. They lift us out of ruts, give us a fresh attitude, a new approach, a new zest. If we welcome instead of fear them, they will work to our advantage. The only persons who never make mistakes are those who never do anything, and we certainly do not want to fall into that category. As to fears of our superiors and of meeting other people, let us remember that we are not unique in having such feelings, and that the very persons we fear are struggling with fears of their own, among which may be some fear of us. How curious, but how true!

The good administrator understands the feelings of insecurity which naturally beset all people at times. He realizes that while, in large measure, the conquest of such fears rests with the inner courage and will of the individual, outside factors often serve to alleviate them on the one hand or to aggravate them on the other. Accordingly, he does everything he can to create conditions within the school system which will reassure his staff of their status (see Chapter 7).

It should be noted in passing that the administrator himself is not immune to feelings of insecurity. Like everyone else he has fears which he needs to overcome and in his case it is frequently the board of education which must create the conditions that will help him feel secure in his position.

Need for Belonging

Closely related to our desire for security is the need we all feel for being accepted members of the groups with which our lot is cast. The new teacher especially needs to be made to feel accepted. The superintendent wants to feel approved and accepted by the entire staff, professional and nonprofessional. Principals hope to weld the staffs of their schools—teachers, custodians, and clerks—into congenial working groups. Schoolboard members have the human desire to be recognized by the staff and the community. Each member of a group wants to be a real part of it.

But from highest to lowest, we have to understand that we cannot gain acceptance by demanding it or by standing on the sidelines and wishing for it. Acceptance has to be earned. It is the product of demonstrated loyalty, devotion, and generous consideration

for others. We have to be acceptable to be accepted. The originating forces lie largely within ourselves. This is a truth that extends to many other phases of human relationships. We have to be ready and willing to invite them, to seek them, to go out to meet them rather than to retire into our own reserves and conclude that other people just do not understand us and are out to make things difficult and uncomfortable for us. This is rarely so unless we make it so.

Superintendents and principals who are conscious of this human need for acceptance will be able to promote conditions that foster such an outcome. Portions of Chapters 4 and 5 are pertinent here.

Sharing Responsibility

Working groups want to share in developing the plans and policies which directly affect their work. Union leaders want opportunities to discuss, approve or disapprove, and also to initiate policies relating to the welfare of their members *before* those policies are adopted by the employers. Many school systems in dealing with teachers organizations are subject to the same insistence. But even where there is no organized effort of this type, we would do well to plan for it.

It must be understood on both sides that this is a two-way process, one in which neither side alone, either by offering to share or by insisting upon sharing, can bring about the desired result unless the other side is equally ready, sympathetic, and generous in its cooperation. In other words, there is a preliminary stage of getting ready for shared policy making which, when not recognized, often defeats the process, especially in communities where it is being tried for the first time.

For example, a schoolboard and its superintendent may try sincerely to share responsibility with the staff, but if the staff does not respond wholeheartedly and constructively, they soon grow tired of trying and fall back on the simpler method of carrying the load alone. Or a school staff may show itself eager and qualified to assume a share in policy-making responsibilities only to meet the attitude on the part of the schoolboard and the superintendent that this is not their responsibility and they should keep hands off. It takes willingness and effort by both parties to make the sharing of responsibilities effective.

In such situations those positive characteristics of patience and perseverance on the part of the willing side toward the reluctant one must be called into play. Many suggestions will be found in this volume on how to make the best use of periods of orientation for the effective sharing of responsibility (see Chapters 6, 8, and 9).

Dealing with Negative Forces

Causes for dismissal, usually unstated, include intemperance, laziness, indifference, disloyalty, dishonesty, bad temper, tale bearing, envy, grouchiness, lack of courtesy—the list goes on and on. A whole chapter could be written on these unlovely traits alone, but it would be a depressing and negative sort of approach. So we take just one of them, a very common one, as an example, and leave it to the reader to develop his own analysis of the others.

Who among us has not imagined at times that some of those with whom we live and work are getting a better deal than we are? We envy them their popularity, their position, their seeming well-being, without making an attempt to learn the facts if, indeed, these are any of our business. James Whitcomb Riley put it this way:

> It's natchurl enugh, I guess,
> When some gits more and some gits less,
> Fer them-uns on the slimmest side
> To claim it ain't a fare divide;
> And I've knowed some to lay and wait,
> And git up soon, and set up late,
> To ketch some feller they could hate
> Fer goin' at a faster gait.[4]

Should the truth be known, we might find ourselves as well off really as those we envy. Or we might acknowledge that they merit the better deal they are getting. Usually we would not be ready ourselves to go the "faster gait" they travel, but that does not always keep us from being envious.

A school administrator or executive dealing with people needs to be aware of the negative forces like envy which beset every individual. He can do much to help his staff keep these forces under control; he can minimize their damaging effect by creating a favor-

[4] Riley, James Whitcomb. "My Philosofy." *Neighborly Poems and Dialect Sketches.* New York: Charles Scribner's Sons, 1897. p. 19.

able working climate and cooperative patterns of operation. His personal attitude and quick recognition of positive virtues are major factors in wholesome staff relations.

Leadership and Followership

Are the qualities which make a good leader any different from those needed by a good follower? Different in degree, perhaps, but in kind? This is a perplexing question.

The most obvious thing about this subject is that no one is a leader all of the time, or a follower all of the time. Every one of us exercises both capacities with respect to persons with whom we come in contact, not only in our world of work, but in the social and civic world outside. Even the person in the lowest position in a school system is a leader of someone, and even the highest official has followership obligations in certain respects.

It is important to recognize that in this country we do not look to the same individuals as leaders all of the time as do the subjects of autocratic states. Any person who comes forward with an idea for which he can win popular support may become a leader. Between leaders and followers there are constant interactions that serve to stimulate both or even at times to shift the roles.

A complete listing of the characteristics of strong and weak leadership in education would require more space than is available in this chapter. Perhaps it is enough to consider the qualities that seem essential to effective leadership in any field:

GOODWILL —a cheerful outlook, wants subordinate to succeed, treats him with respect and friendliness; likes people; gives credit where credit is due

COURAGE —is not afraid of hard work, of losing his position, or of making mistakes; will take a stand on right and wrong

INTEGRITY —followers know where he stands; always dependable; a square shooter; incorruptible; loyal

KNOWLEDGE—knows most of the answers or where to find them; can show another *how* without showing off or showing the other up

FAITH —believes his job is important; believes hard things can be mastered, and helps others to feel so, too.

Other qualities include tact, patience and perseverance, sense of humor, ability to lose gracefully, enthusiasm, appreciation, initiative,

and vision. Contemplating such lists is an interesting pastime, but it is much more vital to concentrate on applying some of these qualities to the opportunities for leadership and followership which come to us every day.

Teachers Have Individual Differences

On every hand in educational circles today there is emphasis on the individual differences among pupils and on the need for their individual consideration. Most of us now accept this doctrine as sound in theory as well as desirable in practice. Preservice teachers are taught to work constantly toward this end.

In the organization and operation of a school system it is too often overlooked that members of the staff have individual differences, just as pronounced, or even more so by reason of longer development, than the differences among the pupils. Too many superintendents insist that the teacher understand children's differences but are most unhappy about teachers' differences. Each administrator undoubtedly has his own conception of the "ideal teacher," and sometimes he is unwise enough to try to pour all his staff into a single mold. Such a process spoils the effectiveness of individuals and throws the whole system into chaos and artificiality. His problem is to help each teacher to find and cultivate his own talents to the fullest.

A more sensible approach recognizes that, since staff members have different needs and different talents, they cannot all be treated alike if best results are to be secured in each instance. Some teachers need a lot of help while others need very little. Some thrive on routine and strict regulation, and others feel defeated by these very things. There is the young teacher with little experience; the experienced teacher who follows the same pattern year after year; the teacher who is eager for every new idea; the one who has trouble with discipline; and countless other variations in attitudes, abilities, experience, disposition, and motives.

Somewhere there is a happy medium by which teachers can be helped to accomplish, *each in his own way*, the major objectives of the school program. William C. Menninger, general secretary of the Menninger Foundation, Topeka, Kansas, said recently, "It's just as important, perhaps more important, for the teacher to have the

benefits of personal counseling when he needs it as it is for the students."[5]

The successful administrator discovers and encourages initiative and creativeness in his staff, recognizing that in so doing he contributes most surely to progress and keeps the system from falling into the deadly mediocrity of conformity to a fixed pattern. Many of the factors that contribute to the freedom to express ideas and suggestions have already been mentioned in this chapter; among them are a sense of security and status, a sharing of responsibility, and prompt recognition and appreciation of accomplishment.

The Educational Team

The question may well be asked: How are you going to recognize and provide for the attitudes, feelings, and needs of individuals, which we have been discussing in this chapter, and at the same time succeed in welding a school system into a working unit from top to bottom? Actually the two tasks are not opposites; they are complementary—the individual striving for the success of the system and the system supporting the desires and freedoms of the individual.

The school administrator is an individual in a position of authority. He can, if he chooses, develop all by himself a formal plan of operation and insist that it be put into effect by his staff. If he does, he soon finds, as industry has, that the plan goes on the rocks because it involves human factors and relationships which have been ignored. The administrator goes a long way toward insuring his own success when he recognizes that it depends upon the goodwill and ready cooperation of many other people. These other people want to feel his confidence in them as members of the team; they want to have a share in planning the program; they want to be given full measures of responsibility for its successful operation; they want their contributions recognized; they want to feel that they are growing from day to day and week to week and year to year; they want to feel happy and secure in their positions.

These are all legitimate wants in the abstract. But each individual puts his own interpretation upon them which may be anything from broad to narrow, from generous to selfish, from cooperative to

[5] Nation's Schools. "Help Public Decide Critical Needs, Secondary-School Principals Told." *Nation's Schools* 53: 116; April 1954.

grudging, from helpful to harmful. Ideally everyone in the school system should feel a sense of loyalty to the educational team.

Progress results from changes wisely incorporated into the school program. The question before the administrator is one of preserving a fine balance. How much change should there be and how fast should it be made in order that the team not become confused, frustrated, or rebellious. Participation by the team will help make this clear. Human motives properly understood and guided are the factors which contribute to growth—growth of the individual, growth of the group, growth of the system.

The resolution of all these forces, the welding of them into effective, smoothly operating teamwork is the challenge facing both administrator and staff, for all have an interest and stake in the outcome. We speak of this as the democratic process or democratic way of doing things, as contrasted with authoritarian, autocratic, and dictatorial methods. We thoroly believe in it, but often fail to realize that it is a much slower, much more difficult process to carry out, and that our own attitude must be helpful and constructive at all times rather than critical and self-centered.

The chapters which follow offer practical procedures which have been found helpful in developing in a school staff loyalty, security, a sense of growth, shared responsibility, cooperative endeavor, and other factors which lead to a really effective "team." In the familiar words of Edgar A. Guest:

It's all very well to have courage and skill
  And it's fine to be counted a star,
But the single deed with its touch of thrill
  Doesn't tell us the man you are;
For there's no lone hand in the game we play,
  We must work to a bigger scheme;
And the thing that counts in the world to-day
  Is, How do you pull with the team? [6]

[6] Guest, Edgar A. "Team Work." *Collected Verse of Edgar A. Guest.* Chicago: Reilly and Lee Co., 1934. p. 676.

From time to time the school administrator should remind himself of precisely what comprises democracy. Inherent in the concept are certain values and certain implications for the conduct of human affairs. There is first of all a recognition that an individual human being is of surpassing worth, that he should be treated as an end in himself, not as a means to an end. Related to this concept of worth is the belief that every normal individual has a unique contribution to make to our society, and that therefore, he deserves respect. While few, if any, would hold that the social contributions of individuals are equal in value, most Americans do believe that equal opportunity should be provided all citizens. This high regard for the individual should become a basic principle underlying all policies and practices in personnel management.

Willard S. Elsbree and *E. Edmund Reutter, Jr.*, *in* Staff Personnel in the Public Schools, *Prentice-Hall, Inc., 1954, p. 3.*

OUTLINE OF CHAPTER 4

Teachers Meetings

Physical Factors
- Size of Group
- Meeting Place
- Timing and Time Available

Coping with the Individual Personality
- The Adult as a Learner
- Age Differences
- Educational Background
- Capitalizing on Differences

Leadership
- Leadership Behavior
- Functions of Leadership

Participation
- Conditioners of Participation
- Types of Participants
- Improving Participation
- Readiness
- Level of Expectation
- Organization

Thinking Together

Evaluating Group Work

CHAPTER 4

Factors Affecting Group Work

MUCH of the work in education is of a group type. The teacher's work with the class is mostly group work. Most of the work that superintendents, principals, and supervisors do with classroom teachers is group work. And most of it will continue to be—there is not enough time or resources to go around any other way. Since there is no escaping a great deal of working together, it seems we might as well become more proficient at it.

This chapter presents some of the commonly recognized principles that govern effective group work and makes special applications to schools and school personnel. In presenting these ideas and suggestions, the Yearbook Commission is guided by a premise set forth in Chapter 1: "Administration may thus be regarded as a means of bringing about effective cooperative activity to achieve the purposes of an enterprise."

Teachers Meetings

The middle-aged teacher knitting her way thru the school district's semiannual teachers meeting is a familiar scene to most professional educators. No less familiar is the young teacher busily reading the current Book-of-the-Month Club selection while the visiting expert plows doggedly on thru his 90-minute speech.

Superintendents have been too quick to label such teachers as nonprofessionals—as ones who really have no deep and abiding interest in teaching or in the growth and welfare of children. But all knitters and book readers in teachers meetings are not unprofessional. On the contrary, some rank among the best on the staff. To their fellow teachers, these nonconformists will say: "Why not read or knit? What can they expect of such a meeting? I have no doubt that he (the speaker) is talking about some important problems, but they are his problems, not mine." The percent of knitters and

book readers in a teachers meeting is a far better measure of the lack of quality of the meeting than of the proportion of nonprofessionals on the teaching staff.

Even with all we now know about groups and group procedures, the 100-percent lecture type of meeting still persists year after year in thousands of school districts. We continue to aim these speeches at what we think teachers *ought* to know rather than ever bothering to find out what teachers *want* to know. Many classroom teachers will say, if we stop to ask them, that too much of their inservice education is still characterized by forced feeding. "Ask us once in a while," they say, "we've got some real problems—let's talk about our problems for a change."

On the other hand, some school systems appear to have lost all rhyme or reason in their rush to climb aboard the "group dynamics" band wagon, and teachers sigh: "Last year it was 'child study.' Before that, it was 'evaluation.' Now it's 'buzz sessions,' 'role playing,' and the other gadgetry of 'group dynamics.' Wonder what they will dream up next? Why, last month Superintendent Smith appointed a representative committee to help the custodian select a new boiler for the furnace room. This time, however, we didn't waste any time trying to identify, understand, and accept the problem. A 40-year-old heating plant and a foot of water in the basement made the problem reasonably clear, and we dispensed with the first step in the group process."

In spite of the sometimes overzealous use and misapplication of the hypotheses growing out of the group dynamics movement, we have hardly begun to realize the true significance of the fact that two minds are better than one, that four are better yet—that there is virtually no limit to what 100 minds can do when they are pulling together.

Physical Factors

In planning for effective group work, considerable attention should be given to a number of important questions: What size group do we need? A large, a small, or a medium-sized one? When and where do we meet? After school, at noon, on Saturday—for an hour, a day, or a semester? What kind of meeting place do we need? Will a classroom do? What about that comfortable room down at the "Y"?

Altho such problems may seem insignificant compared with the task to be performed, practically every group planning a meeting has to face these questions. And according to the literature in the field of group procedures, each factor will have some effect on the quality of the meeting.

Naturally there are no hard and fast rules that can be applied. What to do depends on the nature of the problem to be solved, the urgency of need for a solution, the facilities available, and other factors. There are some guidelines, however, that can be applied to various conditions.

Size of Group

Cooperative work is more productive when it goes on in a small group of 5 to 15 people. In large groups there is less opportunity for participation and more time is required to reach a consensus. Also, the large group is more likely to break up into conflicting subgroups which may tend to work at cross purposes. Altho the size of the group depends upon the nature of the task and the number of people who *have to be* involved, the best creative thinking goes on in relatively small groups. Thus, if 120 people have to be involved in a group enterprise, it is usually better for them to break up into 10 separate groups of 12 each. Each subgroup can work on a different phase of the problem or on the total problem. Either way, the accomplishments of the 10 groups when added together will nearly always exceed the accomplishments of the 120 working in a single body.

Meeting Place

The size of the meeting place has considerable psychological effect on the members of any group. A body of 25 meeting in an auditorium seating 1500 is just as wrong psychologically as the same group trying to meet in the living room of someone's home which will comfortably accommodate only 15. In one place the group feels lost in space; in the other hampered by confinement and discomfort.

Adults as well as children usually like an informal and cordial atmosphere. Seating people in a circle or semicircle permits each participant to see all others and tends to stimulate group activity even from the very beginning of a meeting. Many members of the

group will likely be more patient with group progress if they can smoke occasionally.

Attention also needs to be given to the temperature, ventilation, and lighting. An overheated room with little or no circulating air has ruined many meetings that otherwise might have been productive. Practically everyone can recall a meeting in which the group leaders were placed with their backs to a bright sunlit window, an arrangement that required all other participants to look directly into the sun. This raises the question of who is more important in a meeting—the two or three leaders or the 10 other participants. If group productivity is the objective, it would be better to switch the arrangement and if necessary, let the leaders be uncomfortable.

Timing and Time Available

In scheduling the time and length of a meeting, it is important to weigh the difficulty of the task to be performed against the probable physical condition of the participants. Because teachers are tired and not at their best at the end of the school day, long sessions after school are to be avoided when the task requires creative thinking or careful analysis. Luncheon and dinner meetings away from the school building are usually better investments of time and energy than meetings held before or after school in the school building.

Teachers organizations and boards of education frequently have difficulty in arriving at mutually satisfactory policies with regard to released time for professional work. The policy of dividing the required time—half on school time and half on out-of-school time—has been used in some communities and appears to be working satisfactorily.

When groups are engaged in work on professional problems of great importance like curriculum construction, the board of education might well release participants from all teaching during the time required for the work and use substitutes to replace them in the classroom.

The amount of time allowed for work on a given problem should be sufficient for thoro study, discussion, and solution of the problem. Attempting too much within the time available frequently produces unsatisfactory results as well as dissatisfaction among those who do

the work. A five-member committee charged with the selection of a junior high-school mathematics text needs more than a half day or a single Saturday if it is to be expected to select the best book available from 20 to 25 separate possibilities. Such work should begin at least one full year ahead of the date the final report is to be made.

Long, uninterrupted discussion sessions extending from 8:00 a.m. until noon or from 1:00 until 5:30 p.m. are not conducive to productive work and group morale. The last 30 or 40 minutes of such sessions may well be dispensed with, considering the quality of work usually produced during such periods. A 15-minute coffee break in the middle of the morning or afternoon tends to give participants a second wind and also provides an informal, friendly touch.

Altho no one of these physical factors may make or break a meeting, two or three operating in the same direction can have considerable effect on group productivity. When all are negative, group work runs an excellent chance of complete failure.

Coping with the Individual Personality

Individuals do not automatically change their personality traits upon becoming members of a group. They bring with them all the opinions they have formed over the years, their likes and dislikes, their belief or disbelief in John Dewey, their biases, their family and social background, and all their "good and mean streaks" of character. The problem is not to get them to conform to a set pattern but to understand how they can use their various experiences, abilities, and backgrounds in a constructive manner.

The Adult as a Learner

No one can cope with a group unless he is able to understand and work with individuals. Good group work actually grows out of good work with individuals. Therefore, it is important to understand the adult as a learner, to know how he differs from the child or youth as a learner. By understanding some of his problems of learning, we can acquire skill in working with him.

The typical adult learner is an *impatient learner*. After he has worked a few years and acquired the normal number of adult responsibilities—a home, a family, a lawn to mow, household bills

to pay, and a monthly bank statement to check—he has less time to be patient. With so many tasks competing for his limited supply of time, he has the least patience with those things he does not have to do. Usually an out-of-school project can be classified as one of the things he is not forced to do. He may feel compelled to attend the meeting but he cannot be forced to produce in a discussion.

Closely related to the impatience factor is the feeling among many adults today that relaxation and rest beyond the hours of the normal work week are essential to good health and longevity. Admittedly, much of the fear of extra work is imaginary, but imaginary or not, it affects his willingness to participate in "extra" work.

In much of the group work in education the adult can also be classified as a *tired learner* because group work usually involves time above and beyond the normal work day. He is likely to want a certain amount of physical comfort in his learning process. This emphasizes the importance of physical conditions discussed earlier in this chapter.

The *greater experience* of the adult learner has many effects both plus and minus. He has more points of reference and thus can make applications more easily and quickly. Experience contributes in a positive way to the chain reaction of group discussion. On the other hand, greater experience and more years of living may result in more bias and less tolerance for new and different ideas.

The adult learner is also more anxious to protect his *status* and *station* in life. He will defend more quickly what he has done. He will react vigorously when compared with fellow workers in a negative light. He resents any implication of failure on his part. The concepts of "power status" and "ego" are closely related to this problem. The principal, because of his power status, sometimes feels obligated to have a point of view on every subject in education. The classroom teacher on his staff, in view of *his* power status, may hesitate to differ openly with the principal.

A *definite goal* and *direction* of work are very important to the typical adult learner. He wants to know, with as little delay as possible, what his job is and how he is going to go about it. Thus, unless goals of a group enterprise are fairly evident in the early stages of work, he will likely substitute his own goals for those that serve the best interests of the group. This substitution of goals may cause him to work at cross purposes with the group.

Age Differences

Almost any group of representative educators is likely to contain a wide range of ages. Extreme differences in ages sometimes present special problems in group endeavor.

The young teacher is more likely to be open to new ideas, yet lacks the maturity of experience to weigh these ideas in the most effective way. The older teacher has more experience for weighing ideas but is more likely to resist change in the present situation. Sometimes the older teacher is a little like the old farmer who, upon being urged by the county agent to learn more about modern methods, explained he already knew *how to farm* better than he did, and that he had better wait until his "doins" caught up with his "knowins" before trying to learn anything else.

Yet, in spite of the seemingly important difficulties growing out of age differences, youth, energy, and enthusiasm tempered and guided by experience offer a potent force for group work when they can be aimed at the same objective.

Educational Background

Sometimes an intellectual hierarchy based on kinds of colleges or universities attended tends to develop in the school system. Those who attended the state university and received a bachelor's degree may consider themselves a little different breed of teacher from those who took a standard normal course at the local teachers college. Such a situation may create cleavages between teachers. Also, differences in philosophies may result from attendance at different colleges, with one faction devoted to subjectmatter and method and the other more inclined to think always of the living and growing child. Such differences in philosophies of what is really important in education can have great effect on the way we work or fail to work together on educational problems.

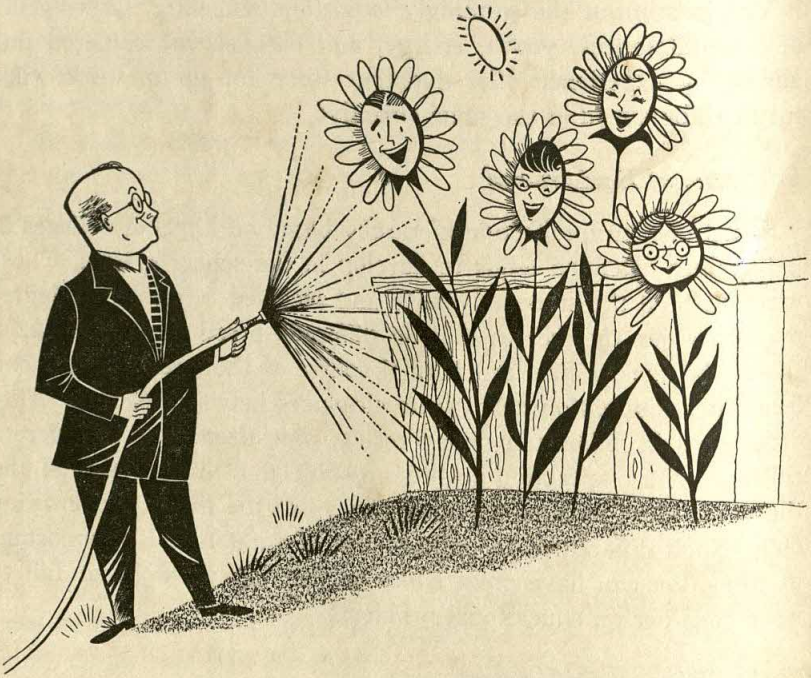
Capitalizing on Differences

As pointed out earlier, these differences in background, status, and point of view do not automatically disappear when individuals begin to operate in a group enterprise. People not only bring these differences into the group but bring them to bear on the problem at hand. The leader's task is to get members to use their differences

for the solution of the problem rather than as a basis for destructive dissension. Members of groups must practice and learn how to work with facts and information rather than with emotion and prejudice. If we can learn to consider ideas detached from the people who propose them, we can eliminate many of the destructive forces in the group process.

Leadership

Altho both good membership and good leadership are prerequisites to effective group work, superior leadership can yield surprising results even with participants of average ability and experience. In fact, a group without a leader is like a ship without either navigator or rudder.



Research and study in recent years have yielded considerable information about the types of persons who are likely to become outstanding leaders. Objective investigations have also brought to light the effects of various types of leadership on the quantity and quality of group production.

Leadership Behavior[1]

The common patterns of leadership behavior can be classified as authoritarian, laissez-faire, and democratic. The terms have such clear implications that they need no definition. Sometimes the leader sticks almost entirely to one pattern but more frequently he follows a combination of two or perhaps all three.

If the position involves authority, the leader may use this authority to control or direct his group with little or no regard for the will or desires of the members. Under such leadership the group has little opportunity to create anything of its own. This pattern is almost always inappropriate in dealing with voluntary and informal groups. Many groups, however, unintentionally force this pattern of action on the leader thru habit, insecurity, and lack of understanding.

Sometimes groups are permitted to operate with little or no guidance and assistance. Neither the leader nor the group accepts responsibility for the accomplishment of the task at hand. Such is laissez-faire leadership. Under this pattern "cooperation deteriorates, conflicts arise, and the group tends to lose its purpose, to fail in its action, to disintegrate, and, consequently, to look for a strong leader to pull it out of its difficulties."

Much can be said for the democratic pattern that cannot be said for the other two. First, it is consistent with the democratic system which is fundamental in American life. Second, the tremendous growth and development of the United States in a comparatively short period of time provides evidence that the democratic way really works. Third, research in recent years has demonstrated quite clearly that democratic leadership results in the greater development and growth of people.

Functions of Leadership

Not only must the good leader have certain traits of personality and special skills and abilities, he must be able to carry on certain functions in relation to the group.

His first responsibility is to see that members of the group are as comfortable as physical conditions will permit. Closely allied

[1] The material in this section is adapted from: Hallenbeck, Wilbur C., and Bradford, Leland P. "What Is Leadership?" *Adult Leadership* 1: 7-10; June 1952.

to this function is the task of seeing that all participants get acquainted in a cordial, informal way. The ability to introduce people in a warm and friendly manner is indispensable to effective leadership.

At the outset of the discussion, leadership serves the function of seeing to it that the problem is clearly stated, defined, and understood by all members. Sometimes it may be necessary to break the problem down into subsidiary problems in order to analyze the task and plan an attack. This implies that the leader give considerable attention and thought to the problem before the meeting.

Altho the function will be shared with various members of the group, the leader is primarily responsible for keeping the group "on the beam" as the discussion proceeds. In other words, he must see that the group is constantly headed toward the purposes of the enterprise. Also, as the group moves along, he must find ways to keep members from substituting their own problems for the group's problems. Thus, the ability to steer a straight course thru all types of stress and strain is needed.

During the discussion, leadership must provide protection for the security and status of individual members, giving credit where credit is due and seeing to it that all who can contribute do contribute. The process of keeping the more verbose members of the group from monopolizing the discussion is equally important and one that usually requires understanding and skill in human relations.

To provide a sense of accomplishment as the group moves along is another important function of leadership. And the leader from time to time must evaluate progress in terms of goal accomplishment, not only to recognize progress but to keep the goal constantly before the group.

As the discussion moves along, the effective leader strives constantly to achieve a consensus rather than final, clear-cut decisions based on majority votes. At the same time

> . . . he must continually guard against compromise, superficial agreements, dodging issues, ignoring minorities, and stress the importance of facing issues frankly and discussing them on their merits; letting everybody be heard and incorporating all contributions that merit consideration into the thinking of the group. A decision may not be reached at once. More time for deliberation may be needed. Oftentimes this is desirable. The discussion without a decision may on occasion be more effective in

producing desirable changes in individuals than would have occurred had immediate decisions been made. So the group leader must ever take the long view on the matter of reaching decisions, and, guided by his knowledge of the group, by his experience and his judgment he must direct the thinking of his group toward decisions by which all can agree and to which all will subscribe because they represent the best that the creative thought of the group can achieve. This leaves a feeling of satisfaction with all.[2]

Participation

The productiveness of a group enterprise depends upon the quantity and quality of individual participation as well as upon

effective leadership. Group thinking will be productive only to the extent that individual thinking is productive.

Conditioners of Participation

A feeling of individual and group responsibility for achieving the purposes of the enterprise is indispensable. The task to be performed must be an important one—important to the group as a whole and to each member of the group. Each participant must have some notion, either before the meeting or soon after it starts,

[2] Mueller, A. D. *Principles and Methods in Adult Education.* New York: Prentice-Hall, 1937. p. 178.

of how he can help with the task at hand. For instance, it may not be immediately apparent to the high-school mathematics teacher how he fits into a group discussing plans for the school's spring style show. He should discover fairly early that he is going to offer advice in setting up the financial arrangements.

As indicated in a preceding section of this chapter, certain physical factors like the time the meeting is scheduled, the place, and the size of the group will have an important effect on the quantity and quality of participation.

The type of leadership—its ability to motivate interest, to make participants comfortable and secure—is another important conditioner of participation which in light of the material presented previously needs no further elaboration here.

The nature of the problem itself will affect participation. If it poses a high interest challenge to the total group, the total group is likely to rise to the challenge. This point may be illustrated by a group of 20 elementary- and high-school teachers working on the problem of reducing the school system's drop-out rate. Such an activity presents a greater challenge to high-school teachers than to elementary-school teachers since boys and girls who leave school do so when they reach the upper limit of compulsory school age —in junior or senior high school. For the elementary-school teacher to become interested, he is going to have to see that some of the forces that lead to dropping out of school originate in the grades.

The degree to which the purpose of the enterprise is understood and accepted by members will affect participation. If the goals are not understood, individual members will tend to substitute individual goals for group goals. The recognition seeker will concentrate on attracting attention to himself rather than to the central problem. The jealous status leader will work toward building and protecting his status rather than toward doing the job at hand. The timid and withdrawn will become more timid and withdrawn.

Certain members may feel they have a greater responsibility to represent some organization or idea than to help the group solve its problem. For instance, in a discussion of safety education, the school custodian chosen to represent the custodial staff may feel that his primary responsibility is to protect custodians from being assigned more work rather than to contribute to the solution of the safety problem.

A natural feeling of belonging to the group is of considerable importance. The cafeteria manager will feel she really belongs to a group working on health instruction but may feel a little out of place in a group working on the social studies curriculum. Altho she may have an important role in both groups, her participation in social studies work is likely to be limited unless she knows how she fits into the picture.

Finally, individual skill and experience in the use of group procedures will contribute to quantity and quality of participation. People who have not learned to work with facts and ideas and who have not formed the habit of reacting to ideas rather than to the people who propose them are likely to yield low-quality participation. An understanding of some of the basic principles of group dynamics and a simple but real faith in the democratic process will greatly enhance effective participation.

Types of Participants

In recent years the leaders of the group dynamics movement have attempted to analyze group structure and operation by studying the various roles played by members of typical groups. These roles have been described, classified, and evaluated in a number of publications.[3]

Altho no one plays just one role all the time and in all situations, at any given moment a particular group member will likely exert either a positive or negative influence on the group or on the work it is trying to do. Those who help the group and contribute toward group accomplishment have been classified as the "initiator," the person who brings up new ideas and suggests better ways of attacking the problem; the "information giver," who offers facts, personal experience, and illustrations; the "orienter," who keeps the group on the beam, relates current discussion to previous discussion, and focuses on progress toward goals; the "harmonizer," who relieves tension and tries to resolve conflicts between other members of the group—and the list goes on and on. These and other positive roles are easy to recognize. When they function effectively, group productivity is likely to be high.

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[3] For two such lists see: Benne, Kenneth D., and Sheats, Paul. "Functional Roles of Group Members." *Journal of Social Issues* 4: 41-49; Spring 1948.

U. S. Navy, Bureau of Naval Personnel. *Conference Sense.* NAVPERS 91139. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. 32 p.

On the other hand, there are those who tend to destroy group structure and to obstruct group production, often unintentionally. The negative behavior patterns of such persons have been described as follows:

Being aggressive: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others

Blocking: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration

Self-confessing: using the group as a sounding board, expressing personal, non-group-oriented feelings or points of view

Competing: vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader

Seeking sympathy: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation or disparaging one's own ideas to gain support

Special pleading: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying

Horsing around: clowning, joking, mimicking, disrupting the work of the group

Seeking recognition: attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior

Withdrawing: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.[4]

Improving Participation

How can this knowledge of common behavior patterns be used to facilitate the type of participation that is conducive to group production? Sometimes it is a good idea to have a group look over such lists before starting to work on a problem. With fellow participants on the lookout for evidence of such roles coming into play, each person will be less likely to play negative roles and more likely to seek positive roles.

A more efficient way to improve participation is to provide an opportunity for each member of the group to take a critical look at himself as a participant in a group enterprise. The following checklist[5] will enable anyone to diagnose with reasonable accuracy his own strengths and weaknesses in group work.

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[4] Adult Leadership. "The Tool Kit." *Adult Leadership* 1: 18; January 1953.

[5] *Ibid.*, p. 21.

Self-Analysis Checklist

	Roles I fill most often	Roles I would most like to fill	Roles I fill least well	Roles I would like to practice
Task roles				
Initiating activity				
Seeking information				
Seeking opinions				
Giving information				
Giving opinions				
Elaborating				
Coordinating				
Summarizing				
Testing feasibility				
Group-maintenance roles				
Encouraging				
Gate keeping				
Standard setting				
Following				
Expressing group feeling				
Relieving tension				
Either task or group-maintenance roles				
Evaluating				
Diagnosing				
Testing for consensus				
Mediating				
Non-functional behaviors				
Being aggressive				
Blocking				
Self-confessing				
Competing				
Seeking sympathy				
Special pleading				
Horsing around				
Seeking recognition				
Withdrawing				

Readiness

Most of the principles of individual learning may be applied to group learning. Some orientation of the group is usually necessary. The group will need to understand the background and events leading up to the problem confronting it. An overview of background and developments should be planned in advance, and the primary responsibility for this review must be assumed by the group leader. Readiness involves a thoro understanding by the group of the problem at hand, the recognition by the group that the problem is important and worth working on, the setting up of clear-cut goals, and the acceptance of these goals by individuals.

To resist change is a natural human trait. If change is to come about, the group member must see the reasons for it. On the other hand, when change does come, the group member usually feels better for having had a hand in producing it.

Level of Expectation

The level of expectation, either self-imposed by the group or specified in the order creating the group, has some effect on participation. If the board of education in authorizing the assignment does not suggest what is wanted in rather specific terms, a "talk fest" may be the result. However, if it requests a thoro study and specific recommendations on a definite problem, it will likely get a study and a set of recommendations toward which most members have contributed something.

Organization

Group organization that is designed to make effective use of special abilities and to spread responsibility for the results of group effort can have a tremendous effect on participation.

In addition to the usual chairman, vicechairman, and recorder, there can be an *evaluator* who from time to time can be asked to summarize accomplishments and to point out work remaining to be done. There can be an *expediter* who takes the responsibility for securing widespread and effective communication. There can also be a *mediator* who attempts to reconcile disagreement and to relieve tensions which sometimes develop. Other roles can be assigned where needed.

It is sometimes argued that such a special role may detract from a person's effectiveness in discussion. This, however, is not usually the case. A special responsibility usually increases a member's overall interest and activity.

Thinking Together

In our search for more effective ways of working together we cannot avoid considering the manner in which we exchange information and think together. Mueller explains group thinking as:

> . . . that orderly, cooperative process whereby the individuals of a group pool their individual thinking in order to reach a desirable goal or a satisfactory solution to a group problem. The method of group thinking is that of discussion. . . . Group thinking is not argument; neither is it mere conversation or aimless discussion. The talkfest cannot be dignified by calling it group thinking, for it usually starts with nothing of importance and ends with nothing accomplished. The debate, on the other hand, cannot be considered as group thinking, because neither side is receptive to the other's ideas; in fact, is antagonistic to them and bends every effort to refute or to discredit them.[6]

Thus the quality of group thinking depends upon the quality of discussion, and discussion is best when it is purposeful yet open-minded, unbiased, and free of control by "power status" members of the group. Group thinking must provide opportunity for free exchange of points of view and experience. It becomes better as it involves a larger proportion of the persons in the group.

It must be remembered that in discussion not all participants absorb and react to information at the same rate. Neither do all groups. Altho group discussion is frequently slower than the one-way "directive giving" and "directive receiving" process which still characterizes much of the traditional communication in school systems, it has the advantage of bringing more information to bear on the problem, of stimulating more individual growth, and of facilitating cooperative action on decisions made. Studies have also shown that more objective attitudes, a greater retention of factual information, and improved critical thinking result from discussion.

Evaluating Group Work

When the knitter drops her knitting and the book reader drops his book, we begin to believe we are making progress in group work.

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[6] Mueller, A. D., *op. cit.*, p. 109-10.

Yet, the problem of knowing whether a group enterprise is worth the "blood, sweat, and tears" that go into it is not that simple. Altho more objective yardsticks are available, a group can evaluate its growth with reasonable accuracy by answering certain questions like the following:

1. Does every member make contributions to the discussion?
2. Is every member intensely involved in the discussion at all stages?
3. Does the discussion move toward common agreements in terms of the solution of the problem being discussed? Do all members of the group understand and accept as important the problem being discussed?
4. Is the discussion oriented toward decision and action at all times?
5. Does the group accept and understand the conflicts encountered and move toward their resolution?
6. Does the group recognize its need for information? Does it know how to go about getting such information?
7. Does the group use resource persons or resource material as an aid to its own thinking, not as giving the final action-solution of its problem?
8. Is the group unduly dependent upon its leader or on some of its members? Does the group use its leadership as an aid to common solutions, not as a source of final solutions?
9. Is the leader accepted as a member of the group with special functions to perform?
10. Is there an atmosphere of friendly cooperation in the group at all times particularly when conflicts of ideas and points of view are encountered?
11. Does the group resent attempts at domination by its leader, one of its members, a clique of its members or by a visiting expert?
12. Is there a feeling of progress toward common goals?
13. Is the group "realistic" in its choice of problems and in setting its goals?
14. Does the discussion move readily toward decision when decision is required?
15. Does the group find it possible to dispense with the creaking machinery of parliamentary procedure?[7]

[7] Sheats, Paul H.; Jayne, Clarence D.; and Spence, Ralph B. *Adult Education: The Community Approach.* New York: Dryden Press, 1953. p. 342.

The right to participate where one is to be affected can be defended on the grounds of simple justice; it can be defended, too, because it is of the essence of the democratic process. For democracy to operate successfully, the individual citizen must understand and be committed to its basic ideals; it is no less important that he be skilled in the democratic processes of action. These skills involve argumentation and debate, the presentation and weighing of evidence, sensitive regard for the views and rights of others, the give and take of compromise, and willingness to abide by majority opinion. The structure of a government or of any social institution or enterprise may conform to the requirements of a democracy, those who shape its policies may be committed to democratic goals, but if skill in the essential processes of democratic participation is lacking, the whole undertaking will fail in practical operation. And these skills, so essential to the success of any democratic enterprise, can be learned only thru practice. Our insistence on the right of the individual to participate in the making of decisions that concern himself grows out of our regard for individual personality and our sense of justice; it is based, too, on our knowledge, born of long experience, that democracy can function in no other way.

Educating for American Citizenship
Thirty-Second Yearbook, American Association of School Administrators, p. 59.

OUTLINE OF CHAPTER 5

Good Teaching Is Where You Find It
Shadows and Shibboleths
Getting Organized
- In a Single Building
- In a Small School System
- In a Large School System

Devices and Processes
- Orientation of New Classroom Teachers
- Inducting New Principals
- Observation of Instruction
- Demonstrations
- Teacher-Consultant Service
- Faculty Meetings
- Curriculum Participation
- Individual Recognition

Inservice Growth of the Nonteaching Staff
- Role in Relation to the Superintendent
- Partners in Creating a Functional Environment

Children Are the Chief Beneficiaries

CHAPTER 5

Working Together for Individual Growth

SCIENCE tells us that a *living* organism is a *growing* organism. Psychologists often say that no normal person can "stop growing" mentally (General Dean made up arithmetic problems when held in solitary confinement in Korea.). Perhaps this fact helps to explain why so much time and energy are given to ways of making people over. Advertisers tell us how to grow in fastidiousness; policemen urge us to be more agile in crossing busy streets. If we are too loud, we are likely to be advised on how to be more genteel; if we are too meek, we can readily find someone to tell us how to be more aggressive. So it goes—we are always trying to improve ourselves, improve the other fellow, or someone is trying to improve us.

With all of this pressure toward improvement and growth some of us may feel like the small boy who had everything—well, nearly everything. He had been sent to costly schools, given extensive training, and kept rather busy. When asked what special reward he wanted most, he replied, "May I have 10 minutes to myself?" For him the really desirable thing was to be left alone. So, despite the many suggestions for individual growth, we will do well to keep in mind that continuous pressure for more preparation and inservice growth may flare back in fatigue and opposition. Thus, in this chapter on individual growth we say a few irreverent (but possibly *not* irrelevant) things about inservice programs and what the superintendent can do about them.

Good Teaching Is Where You Find It

One question might be: "Why should anyone want to grow professionally?" We sometimes see evidence that classroom teachers,

principals, and custodians think that they "have their growth" and that the time has come to relax for 10 minutes. Perhaps, like the small boy, many of these people have had too much "improvement" forced upon them; perhaps what they have done was not directly related to their interests; perhaps they need a change in pace.

Such opposition to growth and study is likely to be a temporary condition. The amazing thing is that most people will seek opportunities for growth whether any "master mind" is planning for them or not. One of the evidences of this is the continuous demand for books and magazines. Never before have we had so much interest in hobbies and in "do-it-yourself" plans. No one involved in such activities spends much time discussing the beauty of growth; he is too busy *growing*. He starts his hobby when he wants to do so, he spends his own money wisely or foolishly, and what he does has an inherent, compelling interest.

From these illustrations we may draw several ideas which could be used in inservice training programs designed to promote individual growth. Here are a few:

1. *Growth is individual.* A group may change in behavior or characteristics as a result of an experience, but the growth is by individuals within the group. Not until a program reaches the individual can we expect to have improvement or change.

2. *The individual grows because of his incentives.* No one grows very much unless he wants to, and growth is best when he "has his heart in it." We can be pushed and prodded into new things but there is likely to be little net improvement, and certainly no permanent improvement, unless we *want* to grow.

3. *Natural incentives are usually the most effective.* Both research and experience tell us that natural incentives produce better and more lasting results than do the artificial motives.

4. *Natural incentives tend to develop and multiply with participation.* No matter how attractive an incentive may be, if chosen for us by someone else, it may not be natural for us. Most people like to have something to say about the things that affect them directly. When we help make the choices, we are apt to discover and to be moved by natural or intrinsic incentives.

5. *Learning takes place when there is individual action or reaction.* Many inservice training programs attempt to do things *to* people rather than *with* them. We forget that the plan must in some way reach the individual and produce some kind of reaction in him. If we have followed the foregoing principles, the reactions are likely to be positive and constructive; if we lose sight of the individual, the results may be destructive and negative.

There is nothing particularly new in the foregoing. As educators, we bow to these principles every day; we make stirring speeches about them; we expect classroom teachers to use them in their teaching. We know that they are among the principles producing the best results. Trouble comes when we try to apply what we know to the administration and organization of inservice programs. Then we often forget the rules of good teaching.

Shadows and Shibboleths

Before we can escape this theoretical treatment, there are several other points to consider. Here we shall be dealing with several weary and worn clichés which, tho containing many values, are often misused or are only partly true. At the risk of belaboring the obvious, let us examine three of these:

1. *Inservice training programs must be democratic.* So far, so good—but what is democracy? Does it mean that we have to vote on everything? Does it mean that one man's opinion is as good as another's? Those who say "yes" to both questions do two things. By voting on everything they get bogged down in red tape and parliamentary procedure—and the life goes out of the process. By putting every man on a par under all circumstances, they minimize the role of the expert; they accept opinions when facts are just as easily obtained. Democracy is much more a matter of spirit, direction, and attitude than it is a matter of gadgets, devices, and outward form. Democracy takes many forms; it is something continuously sought.

2. *Participation must be provided for continuously.* The problem of participation is much like the problem of making use of democracy. Group leaders often freeze upon certain patterns and outward forms and impose them upon us. To some, "participation" means being in on everything and helping to make all decisions; to others it means being given a peek at something we are going to be told to do. There are at least two important places for participation, (a) deciding what to do and why and (b) helping in the doing. The first is policy and decision making; the second is being a part of the process in action. Not everyone can participate in the making of all decisions; not everyone can be equally active at all times during the operation of the project.

3. *Activity and change always mean progress.* We sometimes get the idea that if "activity" is going on, the situation is good and needs no attention. School systems have set in motion various plans for inservice education and then have let the plans operate themselves. Noise, action, and change are often mistaken for progress. But smart manufacturers make a practice of taking samples of their products; they want to know if they are getting what they think they are getting. There is a place for evaluation and appraisal in any plan designed to promote individual growth among the staff members of a school system. This appraisal can be made, often is best made, by those who are part of the training program. If the results at

any time are not constructive and "on the target," then even well-designed inservice programs may need overhauling.

These clichés are among the shadows and shibboleths that cause dissension and confusion. A hodgepodge of so-called democracy, routine participation, and pointless action does not necessarily result in individual growth. These often cited generalizations may be important and useful; they are not necessarily measures of worthwhile results. In considering individual growth for the staff, it is well to think in terms of the needs, interests, and talents of the professional group in a community setting. We need not attach our hopes to shadows and shibboleths.

Getting Organized

Within a given school system the obligation for individual growth lies first of all on the doorstep of each individual. The superintendent plans for himself those experiences of reading, study, conferences, and research which he believes will help him meet the changing conditions and demands of the superintendency. Similarly, most classroom teachers and principals have their own programs of self-improvement in the form of personal study, faculty meetings, committees, conferences, summer school, and so on. The extent of these activities varies widely among school systems but in comparison with most occupations the desire and effort of teachers to improve their qualifications are clearly outstanding.

Regardless of what the individual may do for himself, however, there is need for some kind of planning and organization for the school system as a whole. For one thing, many individuals need the stimulus of a program operated in cooperation with their fellows; most of us can obtain, thru the assistance of the school system, a broader range of experiences than we could obtain alone. Moreover, unless the school system's program of inservice education is systematized, it can raise havoc by whimsical meandering around and over the individual's own plans. If, on the other hand, the individual knows the school system's program and time schedule, he can adjust his personal improvement plans to the events under the main tent. So the superintendent, in addition to his own program of self-improvement, must thru his leadership provide many avenues for the staff and community to work together in identifying their needs and developing appropriate solutions to their problems.

"Organization arises when there are tasks to be done and problems to be solved which require the joint efforts of many people." [1] The complexity of the organization depends upon the complexity of the division of labor in the joint effort.

Regardless of size, the same basic problems of democratic organization are always present—getting people to participate, selecting and fitting people into the jobs which make use of their interests and abilities, controlling and weaving together the various activities, and providing for communication between various parts of the organization.

As size increases, problems of organization become important in their own right—authority and responsibilities need to be defined and a system of selecting the appropriate persons devised. The autonomy of one part of the organization may become a threat to other parts and some recognized way of securing cooperation among the parts will need to be instituted. People sometimes lose sight of the over-all task of the organization when they focus on one particular part of it.

Thus, the school administrator needs to examine critically the developing structure and its functioning. The structure can develop too easily in a traditional hierarchical pattern with plans and policies made at the top and handed down via "channels" to the classroom teacher. If the purpose of organization is to provide a means of reaching goals thru the voluntary participation of members of the staff, the administrator must remain continually aware of that purpose and mold the growing structure toward its fulfilment.

In a Single Building

When a dozen or so people get together in a school building to plan an educational activity, organization of effort is required, but it is usually achieved with little conscious effort. Since special resources and interests of each person are known to the others, the right person is readily chosen for the right job. The control system is simple because the main controls are set by the needs of the immediate situation, not by a remote board or executive committee. Communication among people working in the same building is easily achieved. Organization under these conditions can arise more or

[1] Benne, Kenneth D. "A Look at Human Organization." *Adult Leadership* 2: 3; September 1953.

less spontaneously from within the group and in direct relationship to the requirements of the immediate situation.

In a Small School System

When a school system embraces several schools, the functions to be performed by cooperative effort become more complex. As distinct functions within the system become more specialized, the required organization of effort also becomes more complex.

During his first year in Ridgewood, New Jersey, the superintendent talked to the entire staff, to many parent and faculty groups, and visited every classroom to establish rapport with classroom teachers, secretaries, custodians, and others. The proper climate of opinion established on the basis of mutual respect and sincerity made all staff members willing to share ideas on problems and needs.

An eagerness expressed by the leaders and members of the teachers association for expanded inservice programs and more supervisory service offered a sound basis for the gradual organization of a Classroom Teachers Council, an Advisory Instruction Council, a Curriculum Steering Committee, a School-Community Advisory Committee, several volunteer workshops, and on-call supervisory service.

The school system became a member of the Metropolitan School Study Council, the Citizenship Education Project, and the Cooperative Project in Educational Administration. Teacher representatives were released to attend meetings with representatives from the school systems in the metropolitan area. These teachers then met with the superintendent to exchange ideas on helpful suggestions they had received.

The superintendent makes every effort both informally and thru the organizational approach to build closer relationships with all staff members. The above-named organizational approaches have helped to provide better two-way communication between the superintendent and his staff as they have shared ideas for improving the program and have developed new inservice procedures.

In a Large School System

The organizational structure now functioning in the San Diego, California, public schools illustrates how classroom teachers and

administrators in a large city can work together democratically (see Figure I). The philosophy upon which this structure is founded combines administrative needs with a desire to motivate staff growth.

The structure encourages the free flow of ideas among the superintendent's office, the community, and all levels of the school system. Communication flows both vertically and horizontally. The various arteries enable the superintendent to feel the pulse of the educational program at all times.

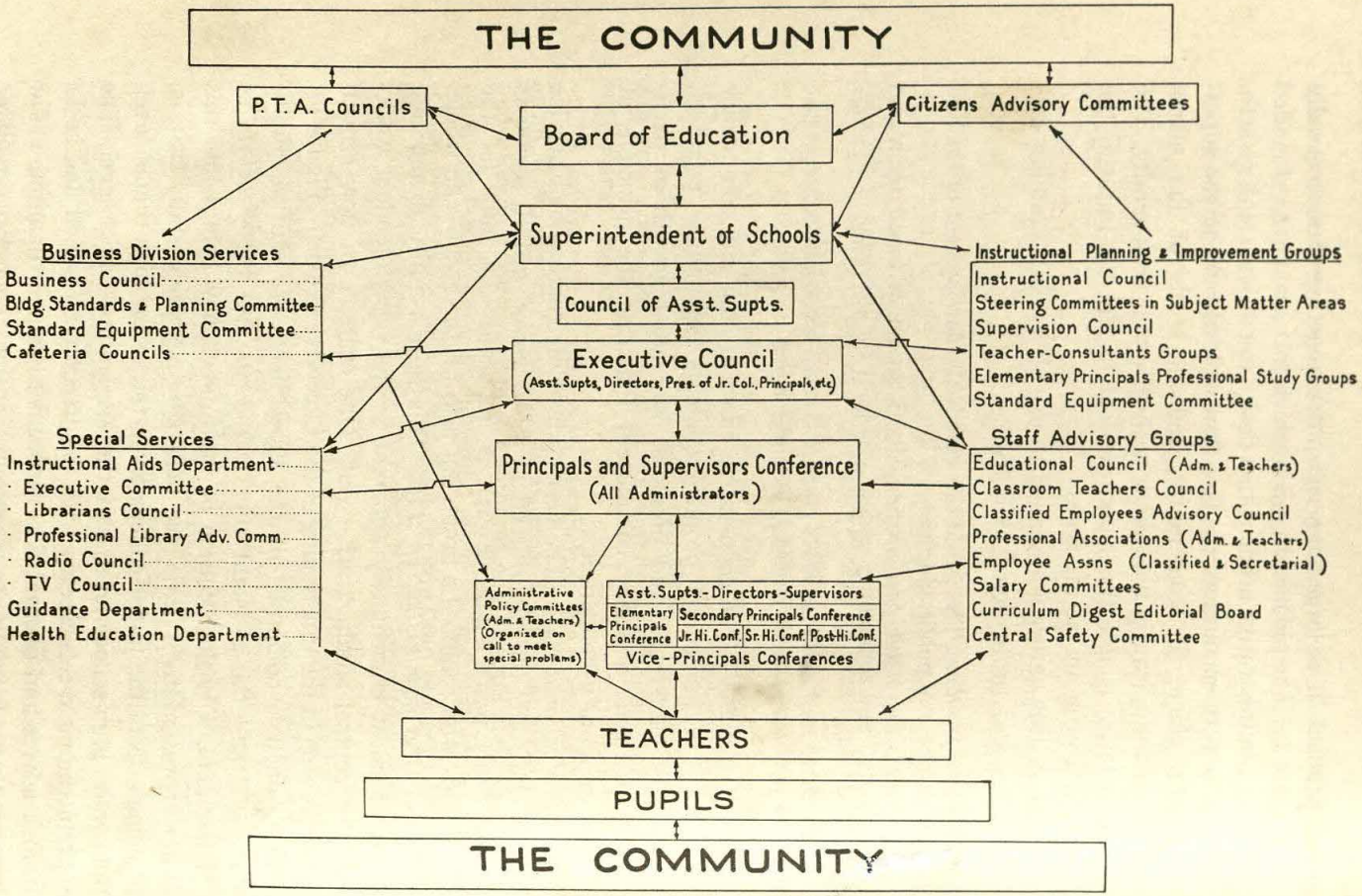
A plan of this nature is designed to use all available intelligence, originality, and professional skill to:

1. *Get the job done.* The job in this case is the development of the best possible program of public education.
2. *Secure widespread participation.* Participation is based upon and aimed at staff and community understanding of the problems of the educational system.
3. *Promote staff and individual growth.* Growth accompanies acceptance of group decisions and their translation into action.

The community—The cooperative effort of staff and community in solving an immediate problem cements community relations, strengthens leadership, and promotes individual growth of participants. Citizens advisory committees illustrate the principle of school-community cooperation.

The professional staff—The need to promote continuous inservice growth confronts the superintendent as he works with all segments of the professional staff. Growth is important not only for the individuals who compose a group but also for the group as a whole.

The central administrative staff—This responsibility to promote growth is most immediately apparent as the superintendent works with his central administrative staff. One example of how growth occurs is seen in the functioning of the Executive Council (Figure I). This Council is composed of the superintendent's central administrative staff—the assistant superintendents and the directors of departments. A recent decision of the Council now brings into this group representatives from the field administrative staff, that is, principals from the junior-college level, the senior high-school level, the junior high-school level, and the elementary-school level. The superintendent meets weekly with the Executive Council and seeks from it advice and counsel. The Executive Council functions in the following ways: (a) It makes group decisions on policy involving


THE COMMUNITY
P. T. A. Councils
Board of Education
Citizens Advisory Committees
Superintendent of Schools
Business Division Services
Business Council
Bldg. Standards & Planning Committee
Standard Equipment Committee
Cafeteria Councils
Council of Asst. Supts.
Executive Council
(Asst. Supts, Directors, Pres. of Jr. Col., Principals, etc.)
Instructional Planning & Improvement Groups
Instructional Council
Steering Committees in Subject Matter Areas
Supervision Council
Teacher-Consultants Groups
Elementary Principals Professional Study Groups
Standard Equipment Committee
Special Services
Instructional Aids Department
· Executive Committee
· Librarians Council
· Professional Library Adv. Comm
· Radio Council
· TV Council
Guidance Department
Health Education Department
Principals and Supervisors Conference
(All Administrators)
Staff Advisory Groups
Educational Council (Adm. & Teachers)
Classroom Teachers Council
Classified Employees Advisory Council
Professional Associations (Adm. & Teachers)
Employee Assns (Classified & Secretarial)
Salary Committees
Curriculum Digest Editorial Board
Central Safety Committee
Administrative Policy Committees (Adm. & Teachers) (Organized on call to meet special problems)
Asst. Supts.-Directors-Supervisors
Elementary Principals Conference
Secondary Principals Conference
Jr. Hi. Conf.
Sr. Hi. Conf.
Post-Hi. Conf.
Vice-Principals Conferences
TEACHERS
PUPILS
THE COMMUNITY

more than one department, and (b) it makes members aware of what other departments are doing.

The supervisory staff—The supervisory staff performs the liaison function between the central administrative staff and the rest of the school system. In order that personal and professional growth take place, some type of catalyst is needed to stimulate growth. The supervisor has an excellent opportunity to act in this capacity not only in the central administrative staff but also within the field administrative and teaching staffs.

The field administrative staff—The field administrative staff consists mainly of the principals. The major role of the principal is that of supervisor of instruction in his building and of leader in the total program of education in the school's neighborhood. He invites the assistance of the central office staff to strengthen his leadership. He attends professional meetings which bring him into direct contact with the superintendent, the directors, and the supervisors. Thru these meetings he keeps abreast of trends, gains new insights, and grows as a leader.

The superintendent uses various conferences and councils as channels for two-way communication between his office and the field administrative staff. One of these is the Principals and Supervisors Conference which brings the superintendent and his entire administrative staff together in the same meeting (Figure I). The Principals and Supervisors Conference also serves as an information clearinghouse and as a sounding board for proposed policies and procedures. This conference helps to shape the thinking of the administrators and informs them of major national trends and significant professional research studies.

The teaching staff—One task of leadership is to help build groups which can promote the personal growth of all members. Thus, the superintendent who finds ways to provide opportunities for interested, responsible groups of teachers to expand their knowledge and competencies is providing opportunity for the personal improvement of teachers. By using advisory councils the superintendent may involve many members of the teaching and nonteaching staff in the total work of the school system.

The nonprofessional staff—The democratic plan of organization brings the nonprofessional members into a cooperative partner-

ship with the professional staff. The opportunities for the total staff, teaching and nonteaching, to achieve personal and professional growth take on added significance when the superintendent creates a climate wherein all may cooperatively participate in the formulation of plans and the determination of procedures which affect them. One method of achieving this close relationship is thru an advisory council of classified employees.

Special committees and informal contacts—The superintendent who is genuinely concerned with the vitality of the school system does not rely exclusively upon the formal organizational structure. Thru impromptu and informal means he will seek contacts with the community and with various levels of the school system.

Individual opinions are also sought by the superintendent. He may pick up the telephone and call a teacher in one of the schools. He asks for personal reactions to pending problems. Another means of accomplishing this is to invite a dozen or so persons to an informal open house in his own office.

Devices and Processes

We have spent considerable time here upon organization. The patterns outlined are practical; they have worked where they were tried. But we have outlined only the skeleton, and now it must be clothed with devices and processes which illustrate further how we help the individual find opportunities for growth. Some of the topics discussed apply chiefly to classroom teachers, some chiefly to principals, and some to classroom teachers, principals, and others in the instructional staff.

Continuous growth in service is highly important if we are to keep pace with a rapidly changing society and apply the newer methods of teaching to education. Improved teaching can result only to the extent that the persons concerned (a) recognize their personal and group needs and the problems affecting their teaching, (b) develop some definite procedures for the solution of their problems, (c) feel some responsibility for the identification of group needs and for helping to plan to meet these needs, (d) develop some criteria for the selection of the problems to be studied, and (e) share in the responsibility for evaluating the program.

One index of the superintendent's leadership ability is his success in initiating and carrying forward an effective program of inservice

education. It goes without saying that time and money spent for a well-planned continuous inservice education program is justifiable if the activities help the participants to (a) unify their philosophy and goals, (b) improve teaching-learning practices, (c) broaden and extend their professional horizons, (d) increase their personal happiness and well-being, (e) develop a better understanding of children, (f) increase their competency and skill in teaching procedures, and (g) improve school and community living.

Tho programs of inservice education vary to meet differing needs, the following types of inservice activities are most widely used today:

1. Workshops—preschool, continuing, special
2. University extension and summer school courses
3. Special committees to study specific problems
4. Planned observation of other teachers
5. Leaves of absence, including sabbatical years, for study or travel
6. Demonstration teaching
7. Membership in professional groups
8. Participation in professional discussion groups
9. Participation in community activities
10. Professional reading and research
11. Travel and teacher exchange programs
12. Curriculum development.

An effective inservice education program is based upon the *known needs* of the staff and is developed cooperatively to meet those needs. Organization must be planned so as to motivate staff participation. Conscientious teachers are more enthusiastic and grow in proficiency when encouraged to define needs and to participate in program improvement.

Orientation of New Classroom Teachers

Inservice growth may begin when a teacher is first interviewed as a prospective employee. The recruitment interview can set the stage for the new teacher's acceptance into the system. The process can be furthered by a concerted effort to welcome the new teacher into the school system and the community in which he is to teach. The process continues from the time he accepts employment until he feels secure in the community and in his job.

Effective induction programs make a lasting impression which may mean the difference between success and failure to the new

teacher in a new situation. Types of induction and orientation vary from a cursory meeting with the superintendent, the principal, or a board member to the more elaborate, carefully planned induction which includes participation by the superintendent and the central administrative staff, professional personnel, PTA, and civic groups. Where rapid turnover in teaching personnel is a problem, the superintendents will find helpful the practices reported in a recent NEA Educational Research Service circular.[2]

The Portland, Oregon, school system has developed a dramatically effective program to facilitate the induction and adjustment of 200 to 300 newly elected teachers each year.[3] The superintendent, the central office staff, the personnel department, the administrators, and the teachers association worked as partners with many others who comprised the general planning committee. It was agreed that all teachers who are newcomers to Portland need:

1. To be adequately housed in a readily accessible area
2. To feel that they are working in a friendly environment, that classroom teachers, administrators, and citizens of the community respect and accept them

[2] National Education Association, Research Division and American Association of School Administrators. *Teacher Orientation Programs in City School Systems.* Educational Research Service Circular, No. 8, 1952. Washington, D. C.: the Association, September 1952. 48 p. (Offset)

[3] This paragraph and the list of seven items following are adapted from: Ebey, George W. "How Portland Greets Its New Teachers." *Nation's Schools* 42: 28-30; December 1948.

3. To learn about the community and its social, cultural, and recreational opportunities
4. To become acquainted with their co-workers in their own school, with others who are new to the system, and with the local staff
5. To know the philosophy, practices, and the operating relationships of the system
6. To understand how and from whom they may obtain help in improving their teaching
7. To learn about professional organizations, certification standards, in-service training requirements, health service plans, and credit union facilities.

Those who contributed to the Portland program were convinced that it had achieved its purposes. The best possible proof of its success was the increased enthusiasm and camaraderie among the personnel—not only among the new teachers but also among those who welcomed them. *What* is done is usually far more important than *when* it is done. Each community will, of course, tailor the program to its own needs.

Equally important was the aroused interest of the community. This interest was best expressed in a local newspaper editorial entitled "Teachers Are Important," which ranked teachers among Portland's "first citizens."

Some of the values derived by new teachers from preschool orientation meetings may be summarized as follows:

1. A feeling of security and a better professional outlook
2. An overview of the educational program of the school system
3. An opportunity to meet the superintendent, the supervisory staff, and other colleagues
4. An opportunity to meet co-workers on an informal basis at the coffee, lunch, and party periods
5. Knowledge of the many services offered teachers thru the library and the instructional aids department
6. Information on the help to be expected from the consultant teaching staff
7. Information about the curriculum productions prepared by teachers to help fellow teachers
8. Acquaintance with basic subjectmatter and expectancies for each particular grade assignment
9. Information about the opportunities for professional growth.

Inducting New Principals

What is the superintendent's role in helping the young principal to succeed in his first administrative assignment? Discrimination in selecting personnel for administration is a major factor. The

preparation of a classroom teacher for a principalship cannot come solely thru college training. Knowledge of theory alone obviously is not enough. The responsibility of this position of leadership is great and should imply that the appointee has (a) aptitude as a classroom teacher, (b) experience in leading people to work well together, (c) experience in community and public relations, (d) a genuine interest in the education and welfare of children, (e) understanding of school and business management, and (f) a desire for personal growth.

Supervisory and administrative internship, a viceprincipalship, supervision of cadet teachers, and the teaching of demonstration lessons for fellow teachers are other ways in which the superintendent and his colleagues can determine the fitness of a candidate. The new principal whose superintendent establishes and keeps open channels of communication is encouraged to ask for the kind of help he needs.

One group of new principals, realizing that they were faced with many common problems which were not apparent at the preschool orientation meetings, requested a meeting in which experienced principals and the central administrative staff could discuss their questions. Together they agreed upon their most pressing problems. Thru the superintendent's office, experienced principals were invited to serve as a panel of experts at the next meeting of new elementary-school principals. The questions were directed to the panel and to the floor for discussion. This cooperative method of clarifying policy and unifying practice was enthusiastically approved by both experienced and new principals. Further meetings were requested and an inservice training program for new principals was initiated. Experienced administrators and professors in a nearby state college were brought in. However, the permissiveness and cooperation on the part of the superintendent and the opportunity for principals to learn from each other were reported as the most helpful of the numerous orientation and inservice activities cooperatively planned by the principals during the year.

Observation of Instruction

Once the teacher is assigned to his building, the principal and the staff of the school set the stage for a good teaching-learning

situation. The principal works to establish conditions which will bring forth the best efforts of the classroom teacher, the pupils, and others in improving learning experiences for children. How well the teacher succeeds depends upon the degree to which the staff can help him develop his skills and use his innate capacities.

Many classroom teachers like to observe a skilled teacher at work, and observations are most valuable when scheduled early in the year. The principal, or a member of the supervisory staff, acts as host or leader. Before the lesson, teachers are briefed on the school-community background and are given guide sheets which suggest significant points to watch for as the lesson develops. The observation lesson may well give particular emphasis to (a) classroom control and pupil-teacher cooperation, (b) classroom environment, (c) steps in planning and teaching the lesson, and (d) methods of working with reading groups of varying ability levels. Other topics might be more appropriate in a specific situation.

The skill subjects are not the only fields in which observation lessons may be arranged. In social studies, for example, experienced instructors may demonstrate the basic types of lessons: (a) a lesson in which children use background reading and reference materials and (b) an activity period in which pupils solve problems and use or interpret new learning.

The observation lesson should be followed by an informal discussion period. Everyone then has a chance to review the observed practices and to discuss their application to other classes or subjects.

Demonstrations

Individual and group demonstrations help teachers to acquire many necessary teaching skills and technics. The demonstration differs from the observation lesson in that children are not present during the demonstration lesson. For example, the supervisor or experienced teacher may show teachers how to teach (a) game skills needed in the physical education program; (b) folk dances or "mixer" games; (c) the complete music program of singing, playing instruments, engaging in rhythmic activities, listening, and creating; (d) technics with paint, clay, and new art mediums; (e) development of an experience story in reading; or (f) steps in introducing new words in spelling. Members of the group may ask for other subjects.

Demonstrations should be accompanied by informal discussion where classroom teachers may seek further interpretation, clarification, or possible application to their own classes.

Teacher-Consultant Service

In many systems expert instructors, designated as teacher-consultants, have been released from classroom responsibilities to help other classroom teachers. The consultant offers help in classroom control, classroom organization, diagnostic testing, and the arrangement of furniture and the environment for functional teaching. The reading consultant assists with the teaching of reading, phonics, spelling, writing, and social studies. Classroom teachers receive considerable help from this type of program since the consultant may be assigned to the same building for a number of days.

Arithmetic consultants may be equally effective. Sometimes experienced teachers also receive their help. Often the consultant helps locate pupil weaknesses thru diagnostic testing. The classroom teachers also may see demonstrations of arithmetic lessons and of the use of new materials.

Consultants work informally in the classroom in helping the teacher. They are also available for individual or group conferences with teachers when so requested.

Faculty Meetings

The involvement of classroom teachers in framing a worthwhile professional study program within a school continues to be an important inservice growth opportunity. In the planning stages, classroom teachers make known their needs thru the faculty advisory committee or directly to the principal. Responsibilities for the development of the program are then shared by classroom teachers. Actual participation of teachers in many activities, such as clinics, workshops, and seminars, plus meeting with consultants and resource speakers from the instructional division, contributes much to the professional growth and development of participants.

Many principals now plan with teacher advisory committees the types of professional faculty meetings that are likely to be most profitable for the year. Various supervisors, or perhaps the super-

intendent himself, may be invited to participate by presenting phases of the instructional program. Often the meetings are divided into grade-level groups or into primary- and upper-grade meetings so that more specific problems can be discussed.

Curriculum Participation

Industrial research has discovered the importance of group responsibility. When employee groups feel free to work as a team, they help one another and take personal responsibility for the success and welfare of others (see Chapter 3).

The employment of curriculum committees as a means of promoting individual growth and of developing group responsibility has characterized American school systems since the early 1920's.

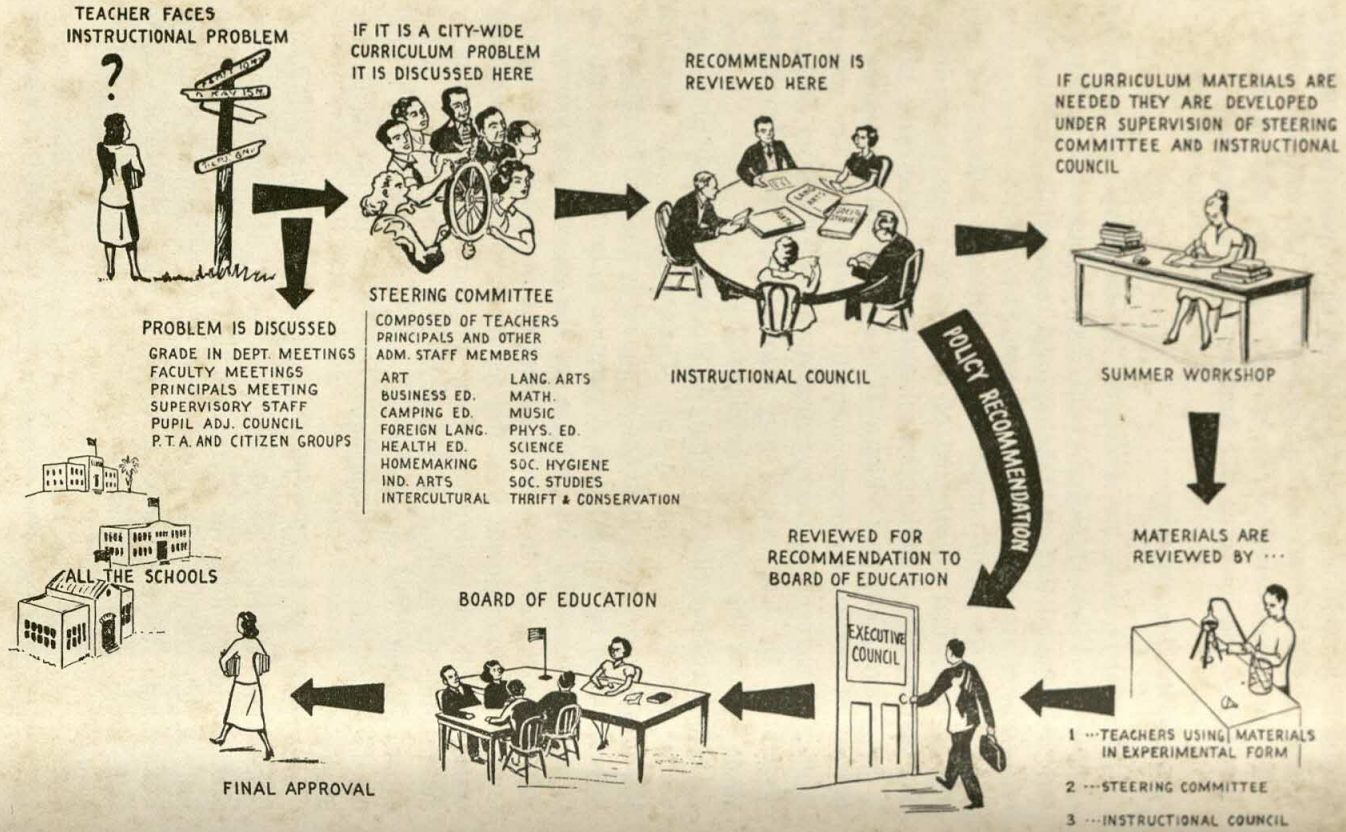
San Diego, California—Figure II is a flow chart illustrating the process of curriculum development in a large city. The way all levels and segments of the organization become involved is clearly illustrated. In this sense it may also be seen that organization exists to meet the needs of the classroom.

Committees described in Figure II illustrate the basic philosophy of the democratic school system. Their purposes and functions should be clearly understood and scrupulously guarded by the superintendent and his central staff. A question to be kept constantly in mind is, "Where did this problem and the recommendation for its solution originate?" In some instances the process is more important to personal growth than the result. An overzealous administrator can all too easily short-circuit the work of a committee by anticipating its decision in a premature recommendation to the superintendent. The superintendent and his central staff should consider themselves self-appointed guardians of the democratic process.

Bay City, Michigan[*]—This program shows how a superintendent involves many people in the process of determining policies, practices, and guides for curriculum development. The design for full participation of the professional staff is impressive indeed. For example, there is participation by the entire elementary-school staff—more than 200 classroom teachers, principals, and supervisors.

[*] Reported by Harriett Van Antwerp, Director of Elementary Schools, Bay City Public Schools, Bay City, Michigan.

FIGURE II.—CITY-WIDE CURRICULUM DEVELOPMENT[5]



[5] San Diego City Schools. *Curriculum Guide—The Elementary Program.* San Diego, Calif.: Board of Education, 1950. p. 7.

In the spring of each year, the superintendent's office makes a survey of needs, interests, and desires of the teacher group. Plans are developed cooperatively for the workshop activities for the following year. The needs expressed by the classroom teachers at each grade level are studied by workshop teacher groups and their recommendations directed to the systemwide administrative council and the superintendent. Because everyone participates in determining policies and practices and in developing the curriculum and because no supervisor or administrator can interfere with this work except by recommendation, the Bay City staff has security, self-respect, and more than the usual harmony within its ranks. The workshops are truly democratic in organization and in practice. When Bay City public schools choose textbooks, reference materials, visual aids, and other materials of instruction, the workshop groups do it.

Field experts from the colleges and universities are frequently called in as consultants or to help the groups solve problems that are too complicated for their experience. The groups meet every three weeks at the board of education conference rooms which are tastefully and comfortably furnished. The groups meet at 2:30 p.m.; school is dismissed early to give everyone time to reach the board of education building.

Individual Recognition

Giving recognition and status to the classroom teacher is a practical way for the administrator to stimulate continued self-improvement of the staff. This may be done quite simply by recognizing the teacher's daily efforts and encouraging him to use what he has gained thru inservice activities in his everyday teaching. Being aware of minor triumphs and being generous with a word of praise "on the spot" are as important to the teacher as they are to the child who has made an honest effort to excel. An appreciative comment or note of commendation which points up the merits of a particular activity spurs the teacher's enthusiasm and creates a climate for self-improvement. A relationship conducive to cooperative planning is born as the classroom teacher feels the administrator's interest in his personal and professional growth.

Appreciation can be the basis of a rich partnership between classroom teacher and school administrator. The administrator who

fails to notice and commend the little daily contributions of teachers that are over and beyond routine work will find that the larger accomplishments he hopes to praise will occur less and less frequently.

Most teachers perform their duties as educators reasonably well. Others achieve outstanding success in their chosen fields and merit recognition thru a wider opportunity to serve. The alert administrator will extend the scope of such a teacher's service by inviting him to serve in a particular field of interest or to participate in the activities of the superintendent's policy and educational councils. The teacher may find challenge in any one of the curriculum committees. He may serve as a demonstration teacher or staff consultant. He may prefer to be a curriculum writer or research assistant. He may show interest in supervision and school administration and be invited to broaden his background in these fields thru internship in administration. He may participate in the training program for cadet teachers, cooperating with the school system and the local teacher education institution. These are only a few of the possible ways in which the professional contributions and inservice growth of the teacher may be identified and given recognition.

Parents and local communities, recognizing the extraordinary contribution of a classroom teacher, often join hands with the professional staff in expressing their appreciation for loyal services rendered over the years. The NEA Research Division's memo, *Recognition of Individual Teachers*,[5] lists many suitable activities which boards of education and local community groups may use. Attention should be directed to the types of activities honoring teachers "on the job" that are becoming increasingly popular as the role of the teacher gains in importance. A few examples of some honors accorded teachers may give impetus to this new trend in teacher recognition: (a) Several local associations every year give retired members Christmas gifts. (b) A local PTA honors its regular school staff and new members with a "get acquainted" tea before classes convene in September and with a teacher-recognition day luncheon before school closes in June. (c) Many communities set aside a day as Teacher-Recognition Day. (d) The *Instructor*, a

[5] National Education Association, Research Division, *Recognition of Individual Teachers*. Washington, D. C.: the Association, March 1950. 5 p. (Mimeo.)

professional periodical, includes a feature called "Teacher of the Month." (e) Some school systems use their newsletter to emphasize achievements in the classroom and to give credit to the individual teacher.

Such commendations encourage teachers in their work and give them status in the community. School administrators and citizens interested in making a "good life" for the teacher thru these means are playing an important role in the good life for boys and girls. Chapter 3 provides additional recommendations on recognizing the efforts of individual teachers.

Inservice Growth of the Nonteaching Staff

The superintendent's obligation to provide democracy in administration extends to the nonteaching personnel also. The organizational plan (Figure I) brings the nonteaching staff members into cooperative partnership with the instructional and administrative staff. The opportunities for the whole staff, teaching and nonteaching, to achieve personal growth take on added significance when the superintendent creates a climate wherein all may cooperatively participate in the formulation of systemwide plans and practices.

Secretaries, clerks, cafeteria workers, custodians, gardeners, school bus drivers, and other such employees have a great influence upon the general efficiency of the entire school system. Indirectly, therefore, the nonteaching staff has an influence upon the instructional program and upon the growth and welfare of the pupils.

Role in Relation to the Superintendent

The superintendent seeks to establish a cooperative relationship with noninstructional employees. One method of effecting this relationship is thru an advisory council of classified employees.

Matters of importance to the whole staff, more particularly of importance to the nonteaching staff, may be discussed in the council. Thru this group the superintendent may insure that the whole staff will work together in solving problems of systemwide concern. From this council, members can be selected to work with citizens advisory committees, professional association committees, and other committees and groups.

Partners in Creating a Functional Environment

Thruout the school system, the nonteaching personnel are partners with the certificated personnel in helping to create a functional environment. This is particularly true in each school building where the nonteaching personnel come into direct contact with pupil, classroom teacher, and principal. At this level it is the principal who assumes the responsibility for welding his total staff into a cooperative team.

To assure maximum service to the children and to the teachers, the democratic administrator, in his day-to-day relationships with the nonteaching staff, recognizes and tries to meet the same basic human needs he recognizes in the teaching staff. The needs for security and for recognition are just as real for the nonteaching personnel as for the teaching personnel.

Opportunity for staff members to work side by side becomes a reality in many faculty meetings. The principal invites members of the nonteaching staff to meet with the faculty in formulating plans and procedures directed at improving the teaching-learning environment within the school. As the whole staff works together to solve mutual problems, the basic needs of all members of the staff for recognition and security can be satisfied. In addition, such opportunities to work and plan together provide stimulus for the personal and professional growth of all involved.

The custodian—Most principals are aware of the importance of the custodian and his staff to the well-being of the school and the busy teacher. The school custodian, as a service officer in the school system, probably has more influence over the physical well-being of children than any other employee except the principal. The custodian's work, geared to the educational purposes of the school, becomes more and more effective if the custodian feels that he is a partner with the classroom teachers and the principal in all school enterprises that affect the welfare of boys and girls.

Moreover the custodian, like most human beings, takes pride in his work. He appreciates recognition. In one school system employing many new operatives, a committee of experienced custodians was requested to prepare a "how-to-do-it" manual. The result was a surprising collection of ways to do various routine jobs more easily and effectively. Even committee members were amazed to find

so many excellent technics previously known only to their inventors. The outcome was a mimeographed booklet of around 100 pages which had been constructively criticized by the entire custodial staff. The final edition was formally presented to the board, which approved the committee chairman's suggestion that it be distributed to custodians and used for the instruction of new employees in an evening short course. More important even than improved housekeeping in the schools was the heightened morale of the whole custodial staff which came thru recognition of ability and accomplishment.

The school secretary—The school secretary is in a position to "hear all, see all, and know all," and is consequently important to the morale and effective operation of the school. Usually she is the first contact between the parent and the school. Her friendly, cordial attitude can do much to set the tone for the relationships among the staff, the community, and the administration. As most of the work of all members of the school staff is coordinated thru the school office, the secretary serves as a coordinator for the school, the faculty, the administration, and the public.

A cooperative, experienced secretary can relieve the principal of much of the routine management and can assist classroom teachers with the routine records which often intrude upon instruction. In her contacts with children, parents, classroom teachers, supervisors, and all other visitors to the school, the school secretary has important public relations responsibilities. Consequently, she needs to understand and participate in the development of schoolwide policy and practice and be able to interpret these to the school and the community.

The need to have a voice in matters affecting them and their service to the public schools prompted the school secretaries of Seattle, Washington, to organize the Seattle Association of School Secretaries. At the invitation of the administration, this group joined representatives of other groups to serve in an advisory capacity in the preparation of a salary schedule which was adopted by the board of education. They sent delegates to the Denver convention and institute of the National Association of Educational Secretaries.[6] After their return, a Saturday workshop was developed to bring the experiences of the delegates to the local membership. Tho attendance was voluntary, 52 enthusiastic secretaries attended the workshop. The feeling of responsibility and the desire of this group to improve their status, personal competence, and value to the Seattle school system is evidenced in an excellent inservice training program which they have developed in cooperation with the personnel department.

It is the responsibility of classroom teachers, the principal, and all other staff members to bring the school secretary into close relationship as an accepted member of the school family. The resulting feeling of recognition and security will stimulate the personal and professional growth of the school secretary in her job.

The cafeteria manager—Closely related to the health and physical education program is the school lunch program, now well established in modern schools as an important and necessary function. The cafeteria department in the structure of educational planning and responsibility has gained momentum with the changing order of society and the newer insights and knowledge of the nature and needs of children.

[6] This department of the National Education Association has a program of improvement for its members. Thru conferences and publications it has done much to develop the status of all educational secretaries.

The cafeteria manager and her staff hold a strategic position in the school in furthering the welfare and happy relationships of many people—parents, staff, and children. The manager must have a knowledge of dietetics and have sufficient training in esthetics to create an attractive environment in which to serve well-balanced, nourishing, and palatable meals appropriate to the needs of growing children.

More important than just being an immaculate housekeeper and good cook is the degree to which the cafeteria manager understands working with people. In her day-to-day routine she is constantly called upon to meet tradesmen, parent helpers, visitors to the school, business and professional executives, supervisors, classroom teachers, and children. She needs to know how to meet people in a business way as she greets them at the counter and as she counsels with mothers on children's problems of diet and nutrition.

Thru the avenues of continuous inservice training, workshop activities, and individual study, the cafeteria manager finds a growing satisfaction in her work. She gains new insights and discovers her importance as a member of the staff in providing the "good life" for the children of the school.

Classroom teachers and administrators are keenly aware of the unique contribution made by the nonteaching staff to the educational program. This mutual awareness that all members of the educational team have a responsibility to each other, to the children, and to the community is the best indication that individual and professional growth is taking place.

Children Are the Chief Beneficiaries

The activities described in this chapter highlight some trends in educational administration which are basic to the perpetuation of our way of life. Conditions change so rapidly that the purposes and practices of education are in constant evolution. There is an increasing need for steady and continuous growth on the part of school personnel to keep abreast of new developments and new demands. The role of the superintendent is to guide this growth thru providing opportunity for all his staff to participate in determining policies and educational practices. Children are the chief beneficiaries when, thru the superintendent's educational leadership, mental horizons of the entire staff are widened.

OUTLINE OF CHAPTER 6

Road Blocks to Improvement
- Long Hours
- Extra Assignments and Nonteaching Duties
- Large Classes
- Inadequate Facilities
- Poor Salary Plans
- Lack of Fringe Benefits
- Lack of Satisfactions
- Main Factors

Working Together for Improvement
- Guidelines
- Using Democratic Procedures
- Teacher and Staff Teamwork
- Defining Problems
- Correcting Existing Inequities
- Advisory Groups
- Lay Participation
- Making Decisions in Terms of Local Conditions
- Approving and Implementing Plans
- Providing a Reservoir of Resources

Working Together on Specific Problems
- Improving a Salary Schedule
- Distributing Teaching Load

Critical Problems

CHAPTER 6

Working Conditions and Staff Relations

OUR American public schools are expected to produce a high-quality program of education for the youth of the nation. They are expected to train youth to make a decent living in a desirable occupation, to make worthy use of leisure time, to take care of their own health and that of their families, and to take an active interest in public affairs.

But many people do not realize that the high-quality education expected cannot be produced under such conditions as overcrowded classrooms, long hours, and inadequate teachers' and administrators' salaries. Until recently, business and industry did not realize the direct relationship between working conditions and quality of product.

Some people can still remember the sweatshop, the 60-hour week, and the pitifully low wages. These conditions have generally disappeared not only because laboring people worked to eliminate them, but also because business and industry realized that as working conditions were improved, workers produced more and better products. The bonus for suggesting ways to save money or time, the joint committee of workers and management, profit-sharing plans, and other devices are being used to encourage continued improvement. Productivity of the worker is virtually unlimited when accompanied by high morale induced by the best possible working conditions.

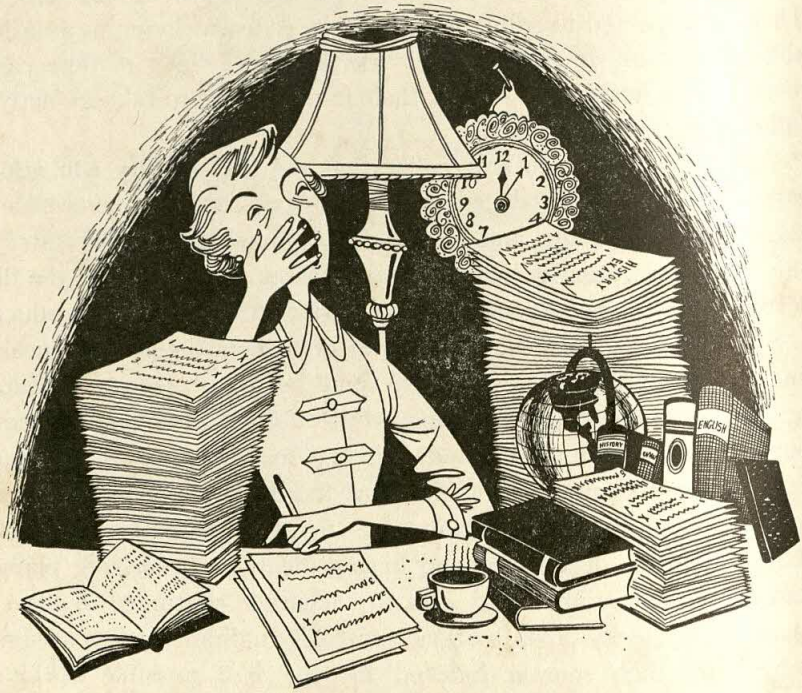
A great deal of improvement in working conditions has already taken place in our public schools. However, much of it has been in building construction, lighting, heating, ventilation, sanitation, and instructional materials. In many schools, teachers still work long hours, carry armloads of papers home for night and week-end work, coach plays, sponsor clubs, and do other extra assigned tasks outside the regular school day.

Road Blocks to Improvement

Many factors and conditions relate in varying degrees to staff effectiveness and thereby influence the quality of the educational outcomes of the schools.

Long Hours

Next to the salary question in importance to classroom teachers and administrators is the problem of teaching load.[1] The work load of teachers is directly related to teacher efficiency and to pupil growth and achievement. The Research Division of the National



Education Association found in 1950 that teachers devoted 26.3 hours per week to classroom instruction, 12.3 hours to out-of-class instructional duties, and 9.3 hours to miscellaneous duties—a total of 47.9 hours per week.[2] A survey made in 1952-53 in the Bay City,

[1] National Education Association, Research Division. *Teacher Load Studies*. Washington, D. C.: the Association, 1947. 8 p. (Offset)

[2] National Education Association, Research Division. "Teaching Load in 1950." *Research Bulletin* 29: 13; February 1951.

Michigan, elementary schools indicated that the average "extra hours" put in by the teacher in work related to his job amounted to 11 hours and 40 minutes per week.[3]

Additional hours which are frequently required of teachers may have little or no relationship to the teacher's classroom job, such as supervision of school clubs, music groups, debating groups, and other extracurriculum groups which are time-consuming and require extra preparation and records. Frequently all or part of the athletic coaching job is done as a special extra assignment. This type of extra work, when added to the normal teaching load, consumes many extra hours and much energy. Too long a work week or too long a workday may, if extended over a long period, reduce the teacher's effectiveness in the classroom. Certain aspects of these road blocks were treated in Chapter 2 under the headings "Service Load" and "Hours per Week."

Extra Assignments and Nonteaching Duties

Many teachers feel that their normal assignments include too many extra activities. The teacher spends four years or more preparing to do a good job of teaching and then, on the first job, finds that a comparatively large proportion of the teaching day and a lot of home time must be devoted to work which calls for no professional competence or training. A survey made in 1952 in the San Diego County Schools, San Diego, California, revealed that teachers spend about one-fifth of the school day in such activities as correcting and marking papers, recording data, filling out report forms, preparing lesson plans, attending meetings, and the like.[4]

A job analysis-time study made in 1953 for each of the 137 elementary-school teachers in Bay City, Michigan, isolated and defined the numerous activities in which teachers participate during the school day and outside the school day.[5] This study indicated that over 60 minutes of the teacher's time each day is spent in carrying on such activities as marking report cards, placing material on the board, correcting papers, taking roll, making reports, doing

[3] Central Michigan College, Special Studies Department. *A Cooperative Study for the Better Utilization of Teacher Competencies.* Mt. Pleasant, Mich.: the College, 1953. 28 p.

[4] San Diego County Schools. *Report to Districts Which Participated in the Teacher Time Study.* San Diego, Calif.: Board of Education, 1952. 3 p.

[5] Central Michigan College, Special Studies Department, *op. cit.*

housekeeping tasks, and collecting funds for drives. These activities do not call for a high degree of professional competence and frequently clutter up the teacher's day.

Large Classes

Altho the National Education Association advocates a class enrolment not to exceed 30 pupils, a study of class size in urban school systems in 1952-53 revealed that 68.9 percent of the elementary-school classes contained more than 30 pupils.[6]

A New York City study made for the purpose of determining the effect of class size on the attainment of certain educational objectives found that class size was a major determinant of the reasonableness or burdensomeness of teaching load; that excessive class size reduced the amount of individual attention given to pupils and all but eliminated the practice of using democratic methods in the classroom.[7]

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[6] National Education Association, Research Division. *Class Size in Elementary Schools, 1952-53.* Special Memo. Washington, D. C.: the Association, August 1953. p. 6.

[7] National Education Association, Research Division. *Class Size as Related to Instruction in Elementary and Secondary Schools.* Washington, D. C.: the Association, 1952. 12 p. (Offset)

However, little is known about the over-all effect of class size on quality of instruction. Research devoted to this problem has not provided conclusive evidence on the ideal class size. At the same time observation and subjective judgment by those who have studied the problem indicate that many instructional problems begin when class size exceeds 30 pupils per teacher. The problem becomes acute when class size exceeds 35 and may become critical above this number.

Inadequate Facilities

The job analysis-time study conducted in Bay City, Michigan, in 1952-53 [8] indicates that teachers spend more time at nonteaching tasks in buildings of outmoded design than in modern new buildings. Such tasks as controlling heat, light, and ventilation; dusting; and handling the physical aspects of the classroom were more time consuming in the old buildings. Monitoring pupils as they move up and down stairs for drinks and to the washroom and playground or gymnasium consumed considerably more time in old buildings than in the new. The use of instructional materials and visual aids equipment consumed more teacher-preparation time in old buildings because of the inaccessibility of the equipment and supplies and because pupil groups had to be moved to use a facility. Lack of enough instructional materials and supplies also frequently contributes to unsatisfactory working conditions. These facts pose a building-design challenge to administrators when they think of remodeling present buildings and of planning new buildings.

Poor Salary Plans

The nation's shortage of teachers is not entirely due to a lack of professionally trained persons. Many who have qualified for teaching certificates have been attracted from the profession by business and industry. This loss of teaching personnel to a large extent is due to the more attractive salaries offered in the business world. The way to a man's heart is thru his stomach, but the way to a man's stomach is thru his pocketbook.

Fifty-four percent of the teachers responding to a survey made by Science Research Associates in 1953 said they were finding

[8] Central Michigan College, Special Studies Department, *op. cit.*

it difficult to live on present salaries, and would like to provide a better standard of living for themselves and their families. Frequently, teachers are not so concerned with the amount of salary as with the fairness and uniformity of the plan. Forty-seven percent of all teachers surveyed by Science Research Associates believed that salary matters within most school systems could be handled more equitably.[9]

Teacher effectiveness is related to the teacher's state of mind. The salary plan and how it is arrived at may have a lot to do with creating a desirable state of mind. Happy, productive teachers can usually be found in those schools which have adopted a reasonable salary schedule which incorporates a fair rate of beginning pay with promise of good yearly salary increments, and with not too long a span of years between the beginning salary and the maximum salary.

Most school systems have adopted salary schedules that provide regular annual increments for various amounts of training and experience. Considerable variation exists among schedules, however, in respect to number and size of increments, minimum and maximum salaries, extra pay for extra work, and special differentials based on sex or economic responsibility. Few salary schedules have been able to cope with all the factors which enter into effective teaching.

Chapter 7 gives considerable attention to recent trends in adjusting salary schedules. See the section entitled "Trends in Salary Scheduling." Chapter 2 also touches on the salary problem under the heading, "Cost of Living."

Lack of Fringe Benefits

A listing of fringe benefits which relate to desirable teacher attitudes and in turn to teacher effectiveness would include such items as sick leave,[10] sabbatical leave, health services, insurance plans, vacations with pay, incentives for professional study and travel, opportunities for professional growth, promotion opportunities, leave-of-absence provisions, and others.

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[9] Science Research Associates. *Teachers and Administrators Join Hands To Solve School Problems.* Chicago: the Associates, 1953. 3 p.

[10] For assistance in developing sick-leave plans see: American Association of School Administrators. *Administering a Sick-Leave Program for School Personnel.* Washington, D. C.: the Association, a department of the National Education Association, 1954. 24 p.

This listing of benefits bears a close resemblance to the package with which big business and industry have been concerned in recent years. Labor-management relations seem to place as much emphasis on fringe benefits as on wage problems. Thus, schools are forced into competition with business and industry to the point that teachers expect and rightfully deserve comparable consideration.

A survey of employment conditions of teachers made by the NEA Research Division in 1950-51 revealed that 58 percent of the school systems reporting sponsor extension courses for teachers; 30 percent provide summer workshop opportunities; 60 percent grant leaves of absence for professional study and 29 percent of these provide some salary during the absence; 96 percent recognize higher preparation with higher salary; only 16 percent have systematic procedures for promotion; 98 percent provide sick leave with pay and a high percent provide in addition a wide variety of health services; 50 percent grant maternity leave.[11] Additional information on fringe benefits will be found in Chapter 7 in the section entitled "Economic Factors Other Than Salaries."

Lack of Satisfactions

Few will dispute the claim that staff effectiveness depends upon the degree of satisfaction enjoyed by those who make up the staff. The teacher load study [12] made by the NEA Research Division in 1950 revealed a number of items as having a bearing on teacher satisfaction: a friendly, sympathetic principal; adequate instructional supplies; available audio-visual aids; adequate library service; helpful supervisors; and choice in extra duties carried. Other items, too, have direct bearing on the degree of satisfaction a teacher may enjoy from doing his teaching assignment, namely, conditions which encourage child learning such as a class of reasonable size, teacher-selected supplies and instructional aids, consultative services, and assistance in child guidance. Above all, it is important that the educational aims and goals of the school be well defined and attainable.

The NEA Research Division study covered teachers' recommendations of things which would lessen strain and improve morale.

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[11] National Education Association, Research Division. "Teacher Personnel Procedures, 1950-51: Employment Conditions in Service." *Research Bulletin* 30: 45-56; April 1952.

[12] National Education Association, Research Division. "Teaching Load in 1950." *Research Bulletin* 29: 26; February 1951.

These recommendations included: provision of more clerical help; provision of monitorial assistants to relieve teachers from lunchroom and hall duty; provision of other special personnel such as librarians, nurses, and counselors; reduction of outside activity assignments; and provision of free time or rest periods in the school day.

Teacher satisfactions go hand in hand with teacher effectiveness. Security, recognition of opinion, personal encouragement, praise when due, acceptance as a member of the group, and opportunity for voluntary participation within the group are some of the factors which have bearing on the attitude of teachers. This subject is treated further in Chapter 3 under the heading, "Need for Security."

According to studies in industry, efficiency of production may be affected more by the way in which fringe benefits are determined than by their mere existence.[13] In research conducted in a textile mill, rest periods established by administrative order had little bearing on production while those which were scheduled as the result of employee participation led to immediate and continued production increases plus improved morale and minimum labor turnover.

Main Factors

The first part of this chapter has served to point out the main factors in working conditions that affect staff effectiveness. These are: excessive length of the school day and school week, special curriculum and extracurriculum assignments, excessive numbers of pupils per teacher, excessive amounts of classroom time spent on routine, nonprofessional activities, inadequate facilities, inadequate salary plans, inadequate fringe benefits, and conditions not conducive to giving job satisfactions.

A nationwide sampling of opinion from 2200 teachers in elementary and high schools in urban and rural areas serves to validate the importance of the factors listed in the preceding paragraph. This study reported the following factors in order of their strain-inducing effect: (a) number and types of pupils (listed number one by elementary-school teachers), (b) requirements of extracurriculum responsibilities (listed number one by high-school teachers), (c) inadequacy of school facilities, (d) clerical and administrative work,

[13] Miller, Delbert C., and Form, William H. *Industrial Sociology*. New York: Harper and Brothers, 1951. p. 38.

(e) requirements of instructional planning and class preparation, (f) guidance and pupil adjustment responsibilities, (g) professional improvement requirements, (h) the changing emphasis in classroom methods and procedures, (i) required community relationships.[14] Similar studies made in the year 1939 indicated that one of the main factors which reduce teacher effectiveness is the time spent working on records, on preparing class materials and work sheets, and on transcribing records and test results required by the central office.[15]

Working Together for Improvement

There is no one best plan for school administrators and classroom teachers to work together to improve working conditions. The school administrator must consider the peculiar characteristics of both his staff and his community. What may work well in one situation may fail miserably in another because of the differences between school systems and between communities. This section sets forth tested ideas but they will have to be adapted to local conditions.

Guidelines

The suggestions presented here are for school administrators who agree with Elsbree and McNally that the "institution of change by administrative edict usually results in only superficial change and rarely solves problems in a satisfactory manner."[16]

The rapidly changing world of the last quarter century has had a great impact on the schools of the nation. If schools are to provide for the ever-changing educational needs, they will be required to do much long-range planning. To assure understanding and support of the changes which our schools must make, school administrators should give classroom teachers, parents, and the public a voice in bringing the changes about.

Elsbree and McNally suggest the following guidelines for democratic administration:

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[14] National Education Association, Research Division. *Class Size as Related to Instruction in Elementary and Secondary Schools.* Washington, D. C.: the Association, 1952. p. 5.

[15] *Ibid.*, p. 7.

[16] Elsbree, Willard S., and McNally, Harold J. *Elementary School Administration and Supervision.* New York: American Book Co., 1951. p. 102.

1. The local school is the key unit of participation.
2. There should be provision for relating the work and problems of the local school to the work and problems of the system as a whole.
3. The organization should encourage close interrelationships between school and community.
4. The organization should provide every staff member an opportunity to participate in making policy and action decisions.
5. The organization should be functional.
6. Responsibility should be shared to avoid overloading a few individuals.
7. The number of committees should be kept to a functional minimum.
8. Responsibility should be voluntarily assumed, and should be delegated by the group.[17]

Using Democratic Procedures

On the assumption that schools are maintained primarily to provide the means of education, the organization of the school should place the pupil and his welfare uppermost in all planning.

If a school staff is to operate as a team, it should have the type of organization and administration in which administrators, classroom teachers, other school employees, pupils, parents, and on occasion the general public may cooperate in determining major purposes and goals and then help in planning the ways by which these purposes and goals can best be accomplished.

Administrators, on the other hand, must keep in mind that boards of education are legally responsible for the schools. This legal responsibility cannot be delegated to committees composed of staff members, pupils, and citizens. Such committees in general can only present recommendations to the superintendent and board of education. The type of administration that uses the opinions of school personnel, pupils, and the public requires sound administrative leadership and guidance from the superintendent. Cooperative procedure should encourage inventiveness, should provide for free expression of opinion, and should accept and support constructive change.

Sometimes we become so engrossed with the organization that we lose sight of its function. Organization should never get ahead of purpose. No committee should be created unless there is a job for it to do. Many administrators, staff members, and laymen have lost interest in staff-lay participation because committees were organized

[17] *Ibid.*, p. 103-106.

only because it was the traditional or fashionable thing to do. Such a procedure may produce more harm than good. Teachers may have their interest killed and parents and other laymen may have reason to conclude that they have been exploited for no good purpose. Organization is justified only if it releases the creativity and energy of the participants for a purpose set forth at the outset.

Teacher and Staff Teamwork

From a survey of opinions of teachers and administrators Arnold found that many believe teacher participation is neither desirable nor advisable in hiring, firing, promoting, demoting, rating, and assigning personnel.[18] However, it is becoming more and more evident that teacher participation is desirable in defining and determining work load, quality of working conditions, good building design, adequate salary schedules, and public relations. And in spite of Arnold's findings many educators believe that teachers should also participate in hiring, rating, promoting, and assigning personnel.

Various plans by which classroom teachers have participated in solving school problems have been tried. Most participation has been on an elective or appointive basis. Some school administrators, however, believe that participation on a voluntary basis is more productive.

Staff members should first be given the opportunity to decide whether or not they want to serve on any committee. If they decide in the affirmative, they should be given opportunity to serve on the committee of their first or second choice.

Altho some school administrators believe that classroom teachers do not want to participate in school planning and policy making, there is objective evidence to the contrary. With the aid of a jury of 100 educators, Arnold found that from 63 to 98 percent favored the various practices in his list of 238.[19] Below are listed the practices involving working conditions, the percent of the jurors who have seen the practice operate successfully, and the percent of the jurors believing that teachers can and should participate in the practice:

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[18] Arnold, Dexter O. *Teacher Sharing in School Administration.* Doctor's thesis. Boston: Boston University, 1951. p. 76.

[19] *Ibid,* p. 158-67.

Practice	*Percent who have seen teacher participation operate successfully*	*Percent who believe teachers should participate*
Planning new equipment needs	82%	97%
Planning equipment replacement needs	81	98
Promoting cooperation among teachers	81	98
Determining playground supervision practices	80	93
Selecting equipment	79	95
Scheduling extracurricular activities	75	91
Arranging for extension course	72	92
Enforcing rules and regulations	72	94
Constructing a list of general educational objectives	71	95
Conducting institute	71	95
Planning specifications for equipment	71	89
Preparing school rules and regulations	71	92
Cooperative planning with civic officials	70	93
Making school population study	65	88
Encouraging teachers to experiment	63	90
Planning new building	62	93
Studying financial problems	59	82
Reorganization of schools	58	85
Studying the financial support of schools	56	83
Attending local administrative meetings	54	75
Studying school costs	50	82
Recommending type of new building	48	85
Checking architects' plans	46	77
Studying board policies	45	82
Organization of new schools	43	84
Making extracurricular assignments to faculty	43	66
Scoring existing school buildings	43	88
Budget planning	39	72
Distributing teacher load	37	63

Defining Problems

Before considering work on a problem of working conditions, the administrator should have a clear idea of what constitutes poor working conditions in his own school system. Three possible plans for arriving at a definition of the problem are suggested here:

1. Make an administrative study using as a yardstick the findings of previously made local studies or the findings of studies made in comparable school systems.
2. Delegate the job of defining the problem to a staff committee which, in turn, refers its conclusions to the superintendent.

3. Refer the job of defining the problem to a representative committee composed of staff, parents, public, and administration.

Correcting Existing Inequities

Close scrutiny of prevailing local working conditions as compared with desirable and recommended working conditions may reveal ways in which the school administrator and the board of education may take immediate steps toward improvement. The superintendent thus may be able, with the help of the staff, to reduce the tensions and strains on classroom teachers without any extended delay. He may do this by balancing special assignments, by equalizing pupil-teacher ratios between staff members, by spreading outside assignments such as committee work and club sponsorships, by improving building facilities, and by providing assistants. However, limited finances, the high birth rate, the teacher shortage, and inadequate building facilities are today magnifying poor working conditions to a serious degree, and the outlook for the future is not bright.

Advisory Groups

Once the process of defining the problem is completed, the wise superintendent will turn next to his staff, and possibly to the community, for advice and help in laying out a long-range plan of procedure. Several kinds of advisory groups have been used with success:

1. The *Administrative Council* or *Senate* usually consists of administrators representing the various administrative groups in the school system; it usually does not include classroom teachers.
2. The *Advisory Council* or *Faculty Council* generally consists of both administrative and staff representatives. The staff representatives may be department heads, grade-level representatives, or other classroom teachers, depending on the local plan of organization. Often this group includes representation by geographic regions as well as by grade and subject areas.
3. The *Steering Committee* may be a continuing committee, but frequently it is set up to help advise on a given problem. It is generally composed of those professional staff members who are best qualified by their training and experience to contribute to the planning or solution of a given problem.

Other types of advisory help can be secured from other groups of staff members; from individuals in the community whose judgment is highly respected; from board of education committees or individual members; from the PTA council or its board of directors; and from many others.

There is no one best formula for organizing committees or advisory groups. Appointment makes possible the selection of persons especially qualified and experienced and also makes it possible for officers to select a member to represent the organization. Election may provide the best recognized leadership based on the person's known interests and abilities, but on occasion it is no more than a popularity contest. The volunteer plan usually encourages participation by persons who have a deep interest and a willingness to work, but it can also encourage participation by glory seekers or by those with "an ax to grind." The volunteer plan can also lead to so much response that a screening problem develops which in itself may create a poor staff and community relationship. However, even in the face of these dangers, volunteer participation is usually more productive.

Lay Participation

The National Citizens Commission for the Public Schools, the National Citizens Committee for Educational Television, and similar national school interest committees stem from the belief that schools need the support and help of organized lay groups if communities are to maintain schools dedicated to the job of turning out articulate American citizens. Many local lay groups, such as the PTA's and lay advisory committees, have proved their worth in many communities when called on to advise and aid the schools.

Many schools are using more and more the help and advice of competent lay people in school planning. There is a general belief that lay participation in school matters should be in conjunction with the schools and not as a separate unaffiliated movement. The best outcomes result when lay participation is part of an over-all plan initiated by the school.

The Midland, Michigan, schools have done an outstanding job in using lay action committees, reinforced with professional staff members, set up to examine, plan, and recommend in regard to salary schedules, building needs, teacher benefits, and school district expansion. The board of education requested the establishment of these committees as a means of securing much needed lay help and advice on school problems.

Many of the fine examples of lay group success in the support of the schools have been limited to promoting building programs;

few local lay groups have concerned themselves with instruction, personnel, or school finance.

One danger which sometimes accompanies lay participation in school matters is the tendency for the lay group to go it alone and assume authority to which it has no right. In doing this, the lay group loses valuable and desirable school administrative leadership. An independent approach may also lead to involvement in tangent matters not always related to the problem at hand.

In developing staff and lay participation, the school administrator may consider using several kinds of committees, depending on the job to be done. A committee composed entirely of school personnel might deal with those problems closely related to the professional and technical training and background of the staff. A committee composed of school personnel, parents, other lay people, and sometimes pupils might concern itself with problems requiring less professional and technical skill and with problems involving general aspects of the school, such as the kind of educational program desired, school facilities needed, salaries and working conditions of school personnel, and the budget. On occasion, problems may be channeled from one type of committee to another. Frequently one committee may even become a resource committee for the other, and out of the joint relationship may come sounder recommendations to the superintendent and the board of education.

Making Decisions in Terms of Local Conditions

Any plan for attacking poor working conditions must take local conditions into consideration. Here are a few questions which can have a bearing on planning:

1. Are the classroom teachers and other staff members aware of and concerned about working conditions and other important problems facing the local schools?

2. Are classroom teachers and other staff members interested and willing to share in finding a solution?

3. Is there a closely knit, effective teachers organization which can be called upon? Is there an organization of noninstructional personnel?

4. Are the PTA's active, ready, willing, and capable of participating in a school-community plan of procedure?

5. Are there other lay groups and individuals whose success record in civic affairs indicates a readiness to join a school-community effort?

6. Are the press, radio, and television leaders friendly to the schools?

7. Are existing pressure groups reasonably open-minded and friendly to the schools?

8. What potential obstacles threaten the success of staff and community participation?

Approving and Implementing Plans

Committee work generally results in definite recommendations as to possible solutions of the problem under consideration. The administrator should make sure that committee procedure has been democratic and that the committee decisions are based on facts and reliable information. The administrator next should carefully review the committee's recommendations in relation to school policy, state school law, and community relations. Any differences of opinion between the committee and the administrator should be reconciled before recommendations are presented to the board of education for consideration. The recommendations should receive careful and positive consideration by the board of education as soon after they are received as possible. They should never be filed away and forgotten. The board of education has the prerogative of approving or disapproving recommendations. Regardless of the action taken, the board has an obligation to communicate that action to the committee. If the action is negative, the board and the superintendent have the further obligation of explaining to the committee why such action was taken. Adoption of recommendations by the board should give the superintendent authority to proceed with their implementation.

Providing a Reservoir of Resources

When the committees are set up, the school administrator's job has just begun. The schools must provide a constant reservoir of resources in the form of technical consultants, pertinent information, fact-finding machinery, literature, and clerical assistance, to name only a few. The superintendent should make his personal knowledge and experience available to the committee. By giving wholehearted support and encouragement to the committee, he will become the committee's prime expediter, thus avoiding waste of effort and loss of valuable time by committee members. The importance of knowing the community and of using its resources in committee work is covered in Chapter 7 under the heading, "Knowledge of Community."

Working Together on Specific Problems

With variations according to the particular problem to be solved and the conditions and resources of the school system and the community, school administrators can use the suggestions given thus far in this chapter. Now we will consider specifically two problems arising from poor working conditions and describe how they were solved by administrators and classroom teachers working together.

Improving a Salary Schedule

Since most of the work on improving salary schedules for school personnel is done by state or local education associations, the example given here is that of the Fairfax (Virginia) Education Association.[20] The salary committee was composed of one high-school principal, the chairman of the elementary-school principals association salary committee, and the president and the salary committee chairman of the classroom teachers association. The composition of this committee could be adapted to the needs of a local-school system by having one representative for each 10 teachers in each building, two representatives for the principals, one for the supervisors, one for the special teachers, one for the clerks, one for the nurses, and two for the custodians.

The Association's salary committee prepared for its work by:

1. Collecting data on salaries paid in cities and counties in Maryland and Northern Virginia
2. Setting up graphs to show comparisons of salaries
3. Securing data from the National Education Association on living costs
4. Securing data on living costs from individual teachers within the system
5. Studying data on teacher turnover.

After studying the information compiled, the salary committee proceeded as follows:

1. Meetings were held with the FEA executive committee.
2. Open discussions were held at a meeting of the classroom teachers association.
3. A conference was held with the superintendent and the clerk of the board of education.

[20] National Education Association, Research Division. "They Work on Salaries." *Journal of the National Education Association* 32: 228; November 1943.

4. The salary committee agreed on a plan for raising the beginning minimum salary $250, the salaries of all other teachers $300, and for adding a 12th step to the salary schedule.

The plan agreed on was next presented to the county board of education as well as to PTA groups and other lay organizations by holding a series of conferences with the groups concerned. The plan then was included in the budget set up by the board of education. To secure approval of the budget, which included the financing of the plan passed, the PTA circulated petitions among the taxpayers; civic clubs were informed; the press gave support; and a special issue of the FEA journal was circulated. The final hearing on the budget was attended by representatives of the PTA and other lay organizations.

Distributing Teaching Load

A faculty committee in one school [21] which worked on the problem of teaching load proposed a point system for an equitable distribution of duties:

We first arbitrarily set a value of 20 points for a class (one period a day, five days a week). Using a class as a basis, we then decided on a value of one-half class or 10 points for a [daily] hall duty. All other activities were weighed in proportion to a class or a hall duty on such criteria as these:

1. Nervous energy expended (working with large groups of students, small groups, or no students)
2. Strain of producing results (of school activities) before the public
3. Locale of activity (in the building, or involving trips elsewhere)
4. Responsibility for another's property
5. Time spent in preparation for and in performance of duty.

In considering each extracurricular activity we attempted to disassociate job from personality, evaluating on the basis of what the job should be worth, rather than how much time and energy a certain teacher gives to it.

Standard load was defined in terms of an agreed upon point total. Point allowances were given to all teacher assignments including study hall, lunchroom duty, class play direction, coaching, club sponsorship, and others.

Critical Problems

Schools play a more important role in today's society than in any period in our history. Yet, pupil enrolments are excessively

[21] Redford High School, Detroit, Michigan. *Report of the Standards Committee.* Detroit: the School, 1946. 3 p. (Mimeo.)

large; the teacher shortage is alarming; in many places school building facilities are out of date and overcrowded; and money with which to provide top grade public-school education is inadequate.

Schools, in general, have not kept pace with business and industry in providing desirable working conditions. Teachers must work long hours at their jobs both in and out of school. They are expected to carry extra assignments and to assume many nonteaching duties. Their classes are frequently too large and teaching materials are often inadequate. Many school systems have not been able to establish desirable salary schedules, or to offer fringe benefits so necessary if personal satisfactions and staff morale are to be high. Most people in public education will agree that these factors have considerable bearing on the effectiveness of the teacher. A well-qualified, happy teacher is a better teacher than a well-qualified unhappy teacher.

Improvement of working conditions is not an easy task. There is no standard plan which can be applied in all situations. Each school superintendent must take the peculiar characteristics of his town, his school, and his staff into consideration if he is to succeed in bringing about improvement.

Today the trend is to encourage staff and lay participation in solving these critical problems. Such participation recognizes the worth of the individual, capitalizes on his special capabilities and experiences, encourages unity of opinion and action, opens new communication channels, and gives the superintendent and the board of education support in their official actions. This united front tends to reduce staff misunderstanding and dissatisfaction. It also helps the superintendent to make the wisest decisions possible as the schools work toward a goal of satisfactory and desirable working conditions.

OUTLINE OF CHAPTER 7

Trends in Salary Scheduling
- Involvement of Many People
- Importance of the Morale Factor
- Study of Unsolved Problems

Economic Factors Other Than Salaries
- Fringe Benefits
- Incentives for Inservice Growth
- Part-Time Work and Extension of School Year

Factors Involving Security
- Security and Tenure Legislation
- Insecurity Despite Tenure
- Security of Administrators

Community Status of the Staff
- Unity on General Objectives
- Pooling School and Community Resources
- Staff Participation in Community Relations
- Social and Political Status
- Knowledge of Community

Changing Role of the Superintendent
- Putting Knowledge To Work
- Communication
- Improvement in Decision Making
- Higher Values

CHAPTER 7

Improving the Economic and Community Status of Staff Members

CHANGING economic and social conditions eventually touch every individual and group in society just as a gale bends and sways, sooner or later, each tree of the forest. And so the economic and community status of staff members in the educational enterprise is undergoing constant change along with that of workers in other fields.

The past 50 years have brought great changes in economic benefits provided for industrial employees. Most wage rates today are determined by negotiation between organized groups of employees and their employers and not, as formerly, by unilateral decision of the employer. So-called fringe benefits, such as pensions, sick leave, vacations with pay, group insurance, severance pay, extra remuneration for overtime, bonuses, and profit-sharing plans, are becoming the rule rather than the exception.

Recently industrial management has shown much concern over the community status of its workers. Emphasis on regarding all members of the organization as a family or community, development of plans for the expression of grievances, recognition and interpretation of industry's relationships to the community in which it is located, participation of employees in various aspects of community life as company representatives, and awareness of the importance to the company of the individual worker's personal problems, health, and worries are some of the trends which reveal the present concern of industry for its place in the community.

The specific changes which have taken place in the economic and community status of staff members in the schools of the country will not be described explicitly or inclusively in this chapter. Its

purpose is rather to consider the role of the superintendent in relation to them.

Two postulates were established as basic considerations in the writing of this chapter. The first is that the responsibilities and actions of the superintendent in relation to any problem in a given situation must be determined by the specific nature and demands of that situation. The second is that the appropriateness of particular procedures or organization, both in content and method, depend on timing and readiness. Another way of stating these two postulates is to say that not every good procedure in school administration is good for all communities with their varying situations, and secondly, procedures are successful only to the extent that they are timely and all concerned are ready for them.

Trends in Salary Scheduling

Economic conditions since World War I have allowed only a few very short periods of economic stability. Swings of varying intensity between inflation and deflation have become a fairly consistent experience of modern existence. The result of these swings has been a frequent, sometimes annual, problem of adjustment in staff salaries. How to secure these adjustments without creating serious tensions has been a continuing problem of school administration since World War I. Certain trends toward meeting this problem have appeared and are classified under the following three subheadings.

Involvement of Many People

Once upon a time, and still in many communities, the determination of staff salaries was a simple procedure. The board of education or the superintendent would decide what teachers' salaries should be and the teachers would accept the decision in meekness and humility. The decision was not necessarily preceded by study and sometimes was based on arbitrary or expedient judgment.

How different is today's procedure in most communities! Any combination of the following groups or individuals may be involved in determining salaries: the board of education, the superintendent, a salary committee of the teachers association, legal counsel for the teachers groups, the entire membership of the local teachers organizations, the state organization of teachers, the citizens committees

either for the teachers or for the taxpayers, the specialist or hired expert on salaries, and the city's fiscal authority. Truly, the salary schedule for the staff is no longer a simple matter based on the common sense or the whim of a few people. The day of involving many people is here.

What is the responsibility of the superintendent regarding salaries? Unless he is working in a community where the teachers, the secretaries, and the custodians negotiate directly with the board of education, either with or without a contract stipulating the nature and terms of such negotiation, the task of securing fairly general acceptance of a salary plan becomes his primary responsibility.

First, the superintendent must identify the individuals and groups who have a strong interest in the salary problem. Certainly the board of education, the staff, and the superintendent are primarily involved. But regardless of how many additional groups or individuals are judged as having a strong interest, the superintendent must face the difficult task of trying to decide how each unit involved will react to the ultimate decision. Once he has identified the groups and individuals to be involved and then has determined the force of their opinions and attitudes, he sets the stage for the decision-making process. Briefly, this process is the achieving of unity in the study group thru a definition of the problem, agreement on purpose for the study, a plan for the study, acceptance of certain ground rules especially in connection with publicity and communication within the group, and an early understanding on whether the group's decision is final or merely a recommendation to the board of education.

The involvement of lay citizens with representative employees in assessing the salary and wage question has proved helpful in a number of communities. The board of education should appoint the lay members of the committee and should invite employee groups to elect or designate their representatives to participate in a joint salary study. If public-spirited men and women possessed of goodwill are chosen to serve on the committee, a reasonable solution to the salary problem can usually be found and the interests of public education safeguarded.

In Wilmington, Delaware, a lay citizens committee worked independently of employee groups with the aid of a professional consultant. The New York City Board of Education, when faced

with the necessity of revising basic pay schedules, appointed a committee of lay consultants to hold hearings, examine data, and propose revisions. Such committees as those just mentioned are likely to be most valuable in situations where an impasse has been reached, when the employees and administration seem unable to achieve a meeting of minds.

The members who serve on salary committees are usually not skilled in the technical aspects of salary scheduling and often need the advice of a salary consultant in drafting specific scales and in ironing out inconsistencies. There are advantages also in employing someone who possesses an aptitude for collecting and interpreting data, someone who can bring before the committee the facts essential to any thoro appraisal of the salary problem. Committee members will then be free to devote their attention to the implications of the data assembled for revisions in current schedules.

The superintendent of schools should serve as an advisor on call and should make available any state regulations or laws which bear on the problem. Since he has access to many other basic data bearing on salaries, he can be of great help to the committee and to the consultant, if one is employed, during the fact-gathering stage of a salary study. Usually it is wiser for the superintendent of schools not to serve as a regular member of a joint salary committee. He should remain free to give independent counsel to the board of education when the proposal comes up for official action. If he is committed to a plan in advance, his effectiveness as advisor to the board of education may be considerably reduced.

The superintendent should observe one caution when many people are involved in salary studies. His own participation and relationships with various groups must encourage unity of administration and staff. One safeguard of such unity is complete orientation of the staff on the plan of the study, the reasons for it, its apparent values, its purposes, its organization, and particularly the role played by the staff.

The involvement of many people is not the simplest method for salary determination. However, it has the advantage of the superior outcome which can follow the pooling of best ideas, and it also results in a decision which, because of the very involvement of the people most concerned, is likely to operate effectively. The involvement of the interested people in important decisions has in the

experience of many administrators given some wisdom to the old saying, "Sometimes the longest way around is the shortest way home."

Importance of the Morale Factor

A second trend in the determination and operation of salary schedules concerns the factor of staff morale. Whether it be in industry or in education, general recognition is being given to the conclusion that good results do not necessarily follow seemingly good decisions unless the understandings, feelings, and attitudes of the people affected by the decision are taken into consideration.

Management in industry and administration in education are applying this conclusion in a number of ways. Most of these ways can be classified into two groups, one dealing with participation of the staff in decision making, the other with communication. Participation has been discussed already, but it must be mentioned again as important in the development of staff morale. Communication involves such activities as keeping the staff fully informed on developments in the initiation or progress of salary studies, distribution of salary schedules and policies to all staff members, annual and scheduled notification to all staff members of their individual salaries, opportunity for all staff members to learn what legal or fiscal factors played an inexorable part in the final decisions, and finally two-way communication which encourages individuals or groups to bring their salary grievances fully and unrestrainedly to the superintendent.

Study of Unsolved Problems

A third trend is found in the increasing extent to which staff and superintendent work together to identify problems and to reach solutions, sometimes over a long period of time. Lest long-standing problems drift into the frustrating nimbus of "always there but never solved" problems, some school systems have developed follow-up and progress-record plans. One such plan is a simple grid device which lists identified problems in a vertical left-hand column and provides room in horizontal columns extending across the page for notations on progress made from time to time with each problem. The problem grid in one school system is one of the basically important materials for the monthly meetings of the all-

staff council and the annual two-day staff institute. The problem grid in this case took the following form:

Problem Grid

Statement of the problem	Action taken and dates			
	1–12–53	*2–1–53*	*3–9–53*	*3–12–53*
Should the curriculum guides in social studies be revised?	Identified and discussed at meeting of Staff Council.	Problem discussed at meetings of building staffs.	Staff Council members reported on reactions of building staff meetings. Arrived at conclusion that revision is needed and made this recommendation to superintendent.	Superintendent and director of curriculum formulated plan of action for revision.
	9–29–52	*3–17–53*	*3–25–53*	*4–2–53*
What policy should govern the reimbursement of staff members responsible for teachers in training?	Identified at Staff Council meeting. Referred to Personnel Policies Committee of Teachers League.	Personnel Policies Committee submitted recommendation to superintendent.	Policy adopted by Board of Education.	Policy reported in school system's intercommunications bulletin.

There are a number of old and difficult problems of salary policy which will be solved best by the cooperative study of administration and staff. The superintendent may wish to initiate such studies in the local-school system, but in some regions of the country a

trend toward studying them by area groups of superintendents and staff is appearing. Such area group studies may be more fruitful than local studies for two reasons: practices coming out of such studies of difficult problems may receive greater acceptance and status if adopted over a broad geographic area, and they may have the advantage of greater resources for securing expert assistance in conducting the study.

Six long-standing problems which require staff-administration study can be mentioned here. The automatic annual increment schedule, altho generally adopted and recognized, is receiving constant criticism from people not in educational work, and its validity and worth must be demonstrated more clearly if these criticisms are to be met. Closely related is the problem of evaluating teaching service. A third problem is that of providing incentives for the encouragement of the able and willing staff members. Another problem which reaches serious proportions at times is that of extra pay for extra work. A fifth problem is that of keeping salaries adjusted to fluctuating economic conditions without the necessity of annual or biennial salary studies. The final problem in this incomplete list is reconciling conflicting group interests, such as taxpayers and parents, high-school and elementary-school teachers, men and women teachers, teachers associations and teachers unions. These six problems are only several among a number which require a well-planned study conducted cooperatively by the staff and the superintendent.

The foregoing discussion of the determination and operation of salary schedules has been concerned primarily with the method of involving staff, laymen, and consultants. Certain important principles to be followed in developing pay scales are found in Chapter 2. An explanation of how poor salary schedules may become road blocks to the improvement of working conditions and an example of how a good schedule was secured in one community are found in Chapter 6.

Economic Factors Other Than Salaries

Investigations have revealed that salaries are not the only economic factor of importance to staff members whether the staff members be in education or in industry. Labor unions place much emphasis on so-called "fringe benefits." Teachers groups are

increasingly interested in these benefits but there is some evidence that they are concerned also with two additional problems: acquiring experiences of inservice growth and securing additional part-time work in order to increase earnings.

Fringe Benefits

The common fringe benefits are sick leave and retirement pensions. The trend in sick-leave allowances is definitely upward on an accumulative basis to an unlimited number of days. Absence without loss of salary because of personal emergency is another benefit becoming more common. Retirement benefits vary widely from state to state. The pressure to place all teachers under social security has increased in recent years. Provided social security benefits are supplemented by state retirement systems to the point where teachers lose none of their present retirement benefits, this pressure may do no great harm, but the social security involvements require the cooperative study and action of superintendent and staff and state associations.

Other fringe benefits not so common as the two previously mentioned are sabbatical leaves, equalized work loads, free noon hour for teachers, group insurance, and teacher-exchange plans. A personnel policies committee, working with the whole-hearted support of the superintendent, can often secure these benefits which, if managed properly, can have true value for the school system.

The superintendent's responsibility in relation to fringe benefits may vary from initiating action to giving passive approval. However, staff relationships today can hardly be improved if the administration's attitude is based on the assumption that the staff is seeking unfair economic advantage. Of great importance is the administrator's knowledge of the proper procedures for the successful administration of the benefits. The administrator also is responsible for the evaluation of their worth and effectiveness, a difficult task but one which again can be strengthened by the well-planned involvement of staff and citizens.

The superintendent must also be aware of the fact that industrial workers enjoy fringe benefits superior to those of school employees. Schoolboards in most communities have failed to recognize the disparity. While many boards have provided for workmen's compensation, vacations with pay during the school year, paid holidays,

and retirement plans, very few have provided insurance benefits of the kind commonly found in industry. For instance, the *Bridgeport Brass News* of March 31, 1954, reported that in 1953 the Bridgeport Brass Company paid fringe benefits equal to 19 percent of the payroll and averaging $821 per employee. It is significant to note that premiums for life, sickness, accident, and disability insurance totaled $135 per employee. The remaining $686 covered pensions, vacations with pay, paid holidays, paid lunch periods, social security, unemployment taxes, and workmen's compensation.

Fringe benefits, if not properly developed, can become road blocks to the establishment of desirable working conditions. They are treated from this point of view in Chapter 6.

Incentives for Inservice Growth

Superintendents and boards of education have encouraged inservice growth activities for some time but with the staff members usually meeting the full cost. A point of view coming to the fore maintains that the expense of participation by teachers in such activities should be shared by the board and the teachers. Consequently superintendents, boards of education, and classroom teachers working together have devised plans under which teachers are reimbursed for a part of their tuition cost in extension or summer school; credits toward salary increases are allowed for travel, authorship, and professional or community service under defined regulations; workshops are held before the opening of school in September with extra pay allowed for the time in attendance. Descriptions of such plans are found in a bulletin published by the Connecticut State Department of Education.[1]

Part-Time Work and Extension of School Year

Teachers with family responsibilities usually become depressed when the monthly bills continue to accumulate, often with serious effect on the quality of their work. Other teachers, even tho they are under no great financial pressure, feel after a number of years that they are in a rut and reach out toward the challenge of additional responsibility. Superintendents are working with the staff in a number of ways to meet these two problems. For instance,

[1] Connecticut State Department of Education, Division of Research and Planning. *In-Service Education of Teachers in Connecticut.* Bulletin No. 56. Hartford: the Department, 1952. 63 p.

in some school systems certain administrative jobs are being set up in such a way that they become part-time work during off hours for teachers needing additional income. The planning and supervision of transportation routes and the handling of audio-visual materials are two specific examples. Teachers needing more challenge are given leadership roles which they are qualified to fill. Some school systems have provided an additional month's work with pay for those who wish to stay on after the close of school to work on such activities as curriculum studies and special summer programs for children. The 12-month school year plan, such as the one in operation in Glencoe, Illinois, is an excellent example. The superintendent, once aware of teachers' problems of this type, can sometimes take effective action to meet them.

Factors Involving Security

The economic status of the staff is a subject rightly concerned with the relationship between the amount of money spent for services and the quality of the product of such services. Security of staff members is important to the quality of their product. The foregoing statement does not constitute a brief for excusing incompetence, but dealing with incompetence is another matter. The present concern is with the need for a feeling of security on the part of able or growing teachers if they are to exercise their full potential.

Security and Tenure Legislation

Most states have tenure laws of some sort. These laws operate with varying effect. Most of them safeguard the teacher in his position and some tend to assure the incompetent teacher a lifetime position. The superintendent's role with regard to tenure laws is usually described in the law and the wise superintendent is governed accordingly. Where there are no tenure laws, the superintendent may well work with teacher groups to secure enactment of a law which protects the security of the teacher and also provides safeguards against incompetence.

A question sometimes discussed concerns the development of a plan whereby a teaching staff keeps its own house in order. Some state teachers associations have already developed plans by which they support a teacher unjustly under fire but do not support those

whose incompetence is proved by investigation. In a few small school systems with very favorable salary schedules, teachers protect themselves against the incompetent person by action of the group. Possibly the two examples given here indicate a trend which will provide security for the competent under the law and control over incompetence by action of the staff group. This trend deserves watching and much further study and cooperative work by staffs, superintendents, and boards of education.

Insecurity Despite Tenure

Even tho teachers may be protected by tenure laws, a superintendent who has worked closely with his staff knows that some members of that staff still experience agonies of insecurity. The superintendent can relieve these feelings, not so much by recognizing and expounding certain helpful principles but rather by taking action which exemplifies them.

Some of the principles dealing with feelings of security follow merely as examples and not as a comprehensive list.

1. Occasional mistakes are likely to be made by staff members in any organization, and not all mistakes deserve censure or criticism. This simple principle is necessary for growth and improvement. Unless it is followed, the staff will feel insecure when departing from customary procedure no matter how effectively the superintendent or the teachers themselves sell the new procedure to each other.

2. Perfection is not one of humanity's endowments. Too often insecurity arises out of the unrealistic expectation that a teacher must be a paragon of perfection at all times and in all things.

3. Teachers should have the right to express opinions openly and frankly, even tho contrary to those of the administration, without fear of overt or covert reprisal.

4. Teachers must be safeguarded by the administration and by the community against ill-informed or prejudicial attacks.

5. Freedom on the part of each staff member to exercise initiative and judgment within the framework of the general policy of the building or larger administrative unit is essential for the growth of the individual and for the improvement of the schools.

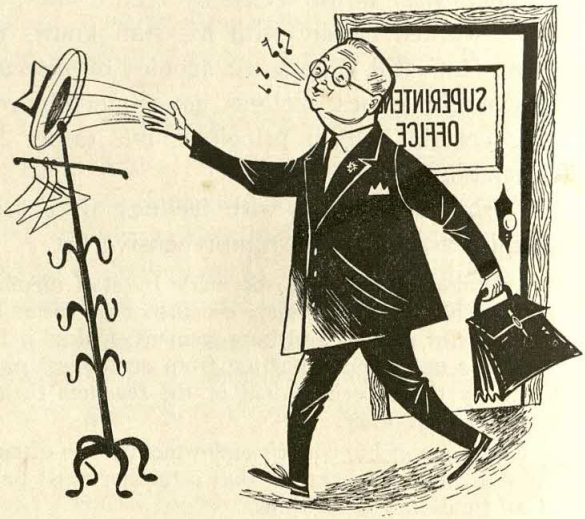
6. The uniqueness of each staff member's personality and contribution must be recognized and respected.

These few principles illustrate some of the guide lines to words and actions which the administrator may use in dealing with those feelings of insecurity which cannot be removed by legislative enactment. Important as these principles are in human relations, they

are possibly more important to the improvement of the quality of the school system's work.

Security of Administrators

The security of the staff can hardly be separated from that of the administrator. It is often said that the insecure feelings of a school superintendent are passed on in many ways from him to the staff, and from the staff to the pupils. If this is true, the staff has a stake in the security of the administrator.



Opinion about tenure for superintendents is sharply divided. But security for superintendents can be furthered to some degree without the passage of tenure laws. State associations of superintendents, the AASA, and training centers might well consider, especially with the help of findings from the CPEA[2] studies now in progress, how the quality of service by superintendents can be raised thru better selection. The development of codes of relationships by joint effort of superintendents and schoolboards on a local, state, or regional basis may also lead to greater security for superintendents.

[2] Cooperative Program in Educational Administration. For explanation of this program and summary of accomplishments during its first three years see: American Association of School Administrators. *CPEA—3 Years of Progress in the Cooperative Program in Educational Administration.* Washington, D. C.: the Association, a department of the National Education Association, 1954. 32 p.

How important the work of the superintendent is to the classroom teacher is little understood by the staff. The job of the superintendent is little understood at best, but there is a strong likelihood that the security of teachers and superintendent would be furthered by workshops of teachers in which the superintendent's job is under study. The results of research and studies being carried on thru the Cooperative Program in Educational Administration should also be helpful in this connection.

Community Status of the Staff

A distinct relationship exists between the economic and the community status of staff members in terms of value. The economic status is concerned with financial value while the community status deals with the personal value accorded teachers by their fellow citizens. The levels both achieve may be coordinate. And so the superintendent, in his work with the members of the staff toward achievement of their economic welfare, must be equally concerned with staff-administrative effort to raise the level of community status.

Unity on General Objectives

What the public schools can or should do is a fundamental question when we consider where the school staff stands in the opinion of the public. The superintendent faces the problem of securing not merely staff agreement but also community agreement on objectives. Some school systems tell their communities in very attractive pamphlets what the objectives of the school are. Other communities have achieved agreement on objectives thru studies by staff-citizen-administration committees. Such committees have two distinct advantages. They give citizens greater confidence in the objectives since they are not statements, prepared and issued by professional educators alone, and they allow some citizens, thru participation, to gain a fairly thoro understanding of the objectives and a greater appreciation of the importance of the public school in American life.

One great value of a staff-citizen-administration committee on objectives, however, appears in the mutual respect which citizens and staff engender for each other thru such a study. Some may fear

that differing opinions and conflict might lead to the opposite effect. This might be true, but if it is, the mutual respect in all likelihood was lacking before the study and nothing was lost by it.

Pooling School and Community Resources

The Citizenship Education Project at Teachers College, Columbia University, has done much to make the community a laboratory for many school activities. Schools in many communities offer their facilities and resources to various kinds of community use. Citizens, highly expert in certain fields, come to the schools to give to young people information resulting from their highly developed skills and knowledge. Some schools keep resource files of such people. How some school systems have used the help parents and citizens can offer is found in the booklet, *Fifty Teachers to a Classroom*, prepared by the Metropolitan School Study Council.[3]

These are activities which lead to a pooling of school and community resources. A mutual understanding of each other's worth comes to those in the community and the school who participate in the pooling process. This result is most likely to follow if school and community pool resources according to a plan which is tailored to fit prevailing conditions and needs.

Staff Participation in Community Relations

The superintendent has often been considered the "front man" for the school system. He and he alone has usually had the responsibility to explain to PTA assemblies, service clubs, and newspapers what the schools are doing.

The trend today is toward broadening the responsibility for public relations to all staff members. In a way this trend recognizes a fact of life since what happens in the classroom day by day probably has a greater impact on the school's public relations and the teacher's community status than any pronouncement of policy in a prepared speech. A good initial guide in the movement toward the participation of teachers in public relations thru daily classroom activities is the pamphlet, *It Starts in the Classroom*.[4]

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[3] Metropolitan School Study Council, Committee on Human Resources. *Fifty Teachers to a Classroom*. New York: Macmillan Co., 1950. 44 p.

[4] National School Public Relations Association. *It Starts in the Classroom*. Washington, D. C.: the Association, a department of the National Education Association, 1951. 64 p.

Other aspects of growing teacher participation in public relations are found in such activities as public demonstrations of improved teaching methods, speeches by teachers before civic and service groups, teacher participation in the preparation of the annual report, and classroom PTA meetings in charge of teachers. The superintendent in this growing pattern no longer assumes the role of sole representative or spokesman for the school system. Altho he still represents the system more than any other individual, he also recognizes and takes advantage of opportunities for staff members to engage in public relations activities.

Increasing attention is being given to teacher participation in the identification and preparation of school news for newspapers. Editors and reporters have a growing awareness that school news interests the newspaper reader and consequently many school systems are under pressure to provide news stories. The classroom teacher becomes the key to the recognition and preparation of the stories and the skill used in their selection and preparation becomes an important factor in raising the level of community status. A most useful guide to all staff members is the recently published booklet, *Let's Go to Press.*[5]

Social and Political Status

Whenever classroom teachers have participated actively in public relations, in pooling school and community resources, and in committee work on objectives, the experience has usually resulted in raising their social status to a higher level. As one result, staff members are being invited to join the social clubs and organizations of the community in increasing numbers. The self-respect a teacher gains by being considered socially equal to most citizens is likely to be reflected in a higher quality of work. If it is true that in America a person is respected for what he is, the superintendent thru setting the stage or providing opportunity for teachers and citizens to work and play together raises the social status of the staff.

The political status of staff members is another important problem. If the community opposes political activity on the part of

[5] National School Public Relations Association. *Let's Go to Press.* Washington, D. C.: the Association, a department of the National Education Association, 1954. 48 p.

teachers with the exception of their right to cast a secret ballot on election day, there is little the superintendent and staff can do but work toward a change in the community's attitude. Some communities have given their school employees political privileges equal to those of any other citizen with the one limitation that they cannot run for a public office which will require hours of duty during the school day. A study of the development of political equality for teachers is needed to guide superintendents in dealing with this difficult problem.

Knowledge of Community

The community status of the staff can be established, as described, thru the political, social, and working relationships of staff and citizens. Basic to such relationships, however, is the understanding of the community by the staff and superintendent. The ethnic origins of the people; the power structure; the tensions; the emerging or long-standing open or sub-rosa conflicts; the prejudices, ideals, hopes, and fears; the fiscal structure and strength; the growth pattern—all are aspects of the community which need study by superintendent and staff if raising the level of economic and community status is to be facilitated.

Changing Role of the Superintendent

The purpose of this chapter has not been to provide a comprehensive and specific treatment of the many problems involved in the economic and community status of staff members, but rather to consider the role of the superintendent in relation to them. His role has definitely altered during the past 25 years in response to the shifting winds of social and economic change. This last section of the chapter can be considered a summary of the most important changes noted.

Putting Knowledge To Work

Knowing where to look for knowledge relating to the specific problems of economic and community status and then putting that knowledge to work has been and continues to be one of the major responsibilities of the superintendent. Formerly, however, this responsibility was quite exclusively his own. Today he enlists the aid of staff, citizens, experts, research centers, and the local, state,

and national professional organizations in the discovery of knowledge. Putting the knowledge to work is also done today with the cooperation of the staff and of others. The superintendent's special contribution lies not so much in his own possession of the knowledge or in his own effort in putting it to work, but rather in his knowledge and use of method—method of getting people to search for the best knowledge and method of getting people to apply it. The method is discussed in various places thruout this yearbook. The method cannot be described as succinctly, explicitly, and didactically as the Five Formal Steps of the Herbartian method. Neither can it be applied in one, two, three order. Instead it must be stated in a general way. Yes, there are specifics which can and are being mentioned in this yearbook, but these must be used by the superintendent with some measure of judgment. Some may apply in a specific situation, some must be rejected, and others not stated must be supplied or invented.

Communication

Communication recently has become one of the superintendent's primary concerns in relation to all problems, but especially in relation to the critical problems of economic and community status. Twenty-five or more years ago a superintendent in most communities could prepare a salary schedule, secure its adoption by the board, and then tell the staff and the general public what had been decided. This procedure required little communication. Today it is necessary to consider what, how, when, and with whom to communicate on all matters of economic and community status. Altho present knowledge of communication is insufficient to answer all of these questions in a way that eliminates much "playing by ear," there are some principles which have emerged from social-psychological research and which can be used by an administrator to increase the effectiveness of the communication process. Charters lists some of these principles which apply not only to public relations programs in general but also to specific communications problems like those involved in a salary study.[6] Charters' principles are the italicized sections of the following material.

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[6] Charters, W. W., Jr. "In a Public Relations Program Facts Are Never Enough." *Nation's Schools* 53: 56-58; February 1954.

Widely disseminated information rarely reaches all persons for whom it is intended. This statement can even be true of important bulletins prepared for a school staff by staff committees on problems of staff welfare! All people, administrators and teachers included, tend to *select* the kind of information to which they will expose themselves.

People tend to expose themselves to information about things in which they are already interested. The primary task in solving problems of economic and community status, then, is to secure an early interest of affected groups and individuals. Accomplishing this goal is particularly important with citizens' groups whose ultimate understanding of the problems and facts frequently determines the nature of the outcome. Such understanding can be attained only if the citizens give priority to these problems which are, after all, in competition for time and attention with other problems. How to create interest involves ingenuity and skill similar to that found in the classroom of a master teacher. A point to keep in mind is that communications are likely to be more generally received if prepared with the existing interests of the audience in mind rather than the interest the author thinks the people should have.

People tend to expose themselves only to information which confirms the attitudes they hold. The staff members and citizens who offer their services willingly to the study of salary schedules, fringe benefits, and the political or social standing of teachers are too often that segment of the population which is ready to accept or to implement the solutions to these problems without gaining its knowledge thru participation. They are also the people who expose themselves willingly to information on these problems. The "inertiates" and the out-and-out "gripers" are the individuals with whom communication is difficult. Since they reject information which does not confirm their established attitudes, the provision of accurate, clear information at an early stage of any study, before attitudes are formed, becomes extremely important.

When exposed to information and facts which contradict their attitudes, people tend to reinterpret the information rather than to change their attitudes. Most schoolboards, superintendents, and teachers committees have had the disheartening experience of releasing what they considered fair, objective information on salaries only to have their own facts turned against them by misinterpretation.

Information, alone, rarely changes attitudes. Much of current school practice in communication is based on the false assumption that, if all facts are marshalled and presented on a proposed salary schedule, a board of education or the public will reach its decision on the basis of the facts alone, and any contrary attitudes will be changed. But research indicates that information generally changes attitudes only when the forces supporting the attitudes are weak. Information is most effective in *creating* attitudes where no attitudes existed before the information was received.

Attitudes are strongly supported by groups. This principle is called "one of the most significant discoveries in the science of human relations." It stands to reason that a person's attitudes are closely connected with the attitudes of the group which is important to him. If he abandons the attitude of the group, he sacrifices friendship and invites criticism or ridicule. Consequently the staff and the superintendent, in attempting to secure favorable action on their proposals, must recognize in their communications the importance of the superior power of group attitudes over those of the individual.

The role of the superintendent, then, has become one of being expert in communications and in training others toward expertness in this field. Such expertness is based on the findings of the social-psychological scientists. The use of information to create attitudes,

the preparation of a communication with the knowledge of how it is received and used by those exposed to it, and the limitations of information as a determinant of attitudes are important elements of expertness.

Improvement in Decision Making

As stated previously, the trend is definitely in the direction of the involvement of many people in meeting the problems with which this chapter is concerned. The phenomenon of involvement demands that strong attention be focused on the process of decision making. Research has provided some evidence that mere participation in a study by a number of persons does not insure the attainment of advantages commonly reported to be the result of participation. It has been discovered that understanding, feelings of goodwill among participants, and sound solutions follow the experience not because of the involvement of people but rather as a result of the method or process used in working together. One of the most important aspects of the process concerns decision making and an attempt made in one school system to define the process is here described.

In this school system an identified problem is thought of as moving thru various stages to a solution. An early stage determines who should be involved in the study. The next stage considers the available human and material resources. The third stage involves the clarification of the study's purpose, agreement on procedures and rules, the time schedule, and the specific powers and responsibilities of the study group. The fourth stage concerns the group activity which leads to a tentative solution. During the fifth stage the effect of the tentative solution on customs, traditions, vested interests, costs, work load, facilities, and other factors is projected into the future. The final stages involve communication of the solution to persons or groups affected by the decision and future evaluation of the effectiveness of the solution.

The role of the superintendent in the decision-making process is primarily that of leadership in seeing that the necessary stages of the process are observed in arriving at decisions. In working on some problems one or more stages may be omitted. In other cases additional stages may seem necessary. The complexity of the process must be recognized and its "fear effect" on people, if described in

too much detail, must be taken into account. The stages here mentioned are illustrative only. The fact to be emphasized is that a plan for decision making may be helpful to the attainment of sound decisions where numbers of people are involved in the act. Problems of salary and of social and political status are complex and become more so with the involvement of various groups and individuals. A decision-making plan may be of some value in arriving at good solutions.

Higher Values

A discussion of the superintendent's work with the school staff on problems of economic and community status might have rather crass overtones, dealing as it does with staff welfare and benefits which are associated with costs and consequently the source of conflict in communities. The new role being taken by the superintendent, however, indicates a trend toward emphasis on values higher than the mere provision of better salary schedules and working conditions, important tho these two values are.

One of these values is the recognition of the contribution that staff members and citizens can make. If it is true that human personality needs feelings of productivity to keep it in bloom, the new role and manner of operation of the superintendent provides opportunity for productive activity in an important task.

A second value is found in the confidence the new role places in people, especially confidence in their potential for coming up with good solutions if given the proper opportunity and circumstances. The method of 25 years ago spawned distrust and suspicion—poor food for the growth of a strong teaching profession.

A third value lies in the close association being established between the economic and the community status of the staff. The realization that both aspects of status are dependent on each other for improvement, and recognition that the new role of the superintendent establishes a process for improvement, presage the day when the true importance of the teacher and of education will be widely recognized in American communities.

OUTLINE OF CHAPTER 8

Studying the Community
- Community Resources
- Consumer Spending
- Legal Provisions for Support

Preparing and Submitting the Budget for Approval
- Surveying Needs and Estimating Costs
  - Orientation for the survey
  - Organizing for the survey
  - Estimating needs and costs
  - Involving students in the survey
  - Timing the survey
- Preparing the Budget Document
- Securing Support for the Budget
- Submitting the Budget for Approval

Administering and Accounting for School Funds
- Keeping Records of Board Proceedings
- Accounting for the Payroll
- Accounting for Materials and Supplies
- Accounting for School Property
- Administering Records and Reports

Interdependent Aspects of Good Fiscal Planning

CHAPTER 8

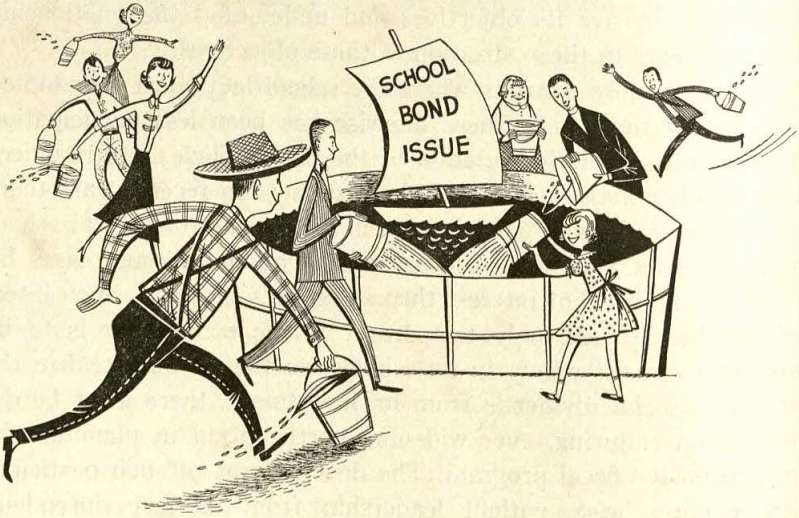
Cooperating with the Staff in Fiscal Affairs

EDUCATIONAL services, school plants, teaching materials and supplies—none can escape the inevitable price tag. One of the major responsibilities of school administration is to lead the community in planning an equitable fiscal program to pay for the educational program it wants. Under our present systems of local, state, and federal taxation, practically every citizen helps pay for the public-school program. In spite of this universal sharing of the cost, no major phase of the school program is so poorly understood by the general school staff or by the public as school finance. Many difficulties grow out of this fact since it is only human to distrust whatever one does not understand. Ultimately, people will support an educational program only to the extent they understand and approve its objectives and understand the relationship that cost bears to the realization of these objectives.

Except in those districts where the school levy must be adopted annually by the voters, there likewise has been less participation of the public in the formulation of the fiscal policies and practices than in other major aspects of the program. In recent years there has been considerable participation in campaigns for special school building levies and bond issues, brought about in some cases by a special "revival" of interest thru salesmen's methods. Such interest can be, at best, only temporary. If the community is to be brought to invest wisely in its schools, so that it may realize the maximum social dividends from its investment, there must be developed an enduring, ever widening participation in planning the comprehensive fiscal program. The development of such participation requires wise, patient leadership from the superintendent.

Widespread community understanding and participation can hardly be obtained by the superintendent alone because his time is limited and his public is numerous and diverse. The key to success in this endeavor is the school staff. Understanding, interest, and participation develop outward from the staff—teachers, bus drivers, clerks, maintenance workers—thru the students and thru every contact that all of these have with the supporting public. So, the superintendent's first task in developing a fiscal program is to obtain the intelligent and continuous participation of the staff in the fiscal affairs of the school. This calls for the highest type of cooperation from the entire staff, but particularly from the superintendent. It calls for generous sharing in the making of decisions, which in large measure the superintendent and board have heretofore exercised independently of the staff, and for the sharing of special knowledge of school finance, which is possessed to a very limited degree by the average staff member.

The areas in which the superintendent may cooperate with the staff in developing an enlightened, comprehensive, fiscal program for the school system may be grouped as follows: (a) studying the community—its resources and its willingness to invest in education, (b) preparing and submitting the budget for approval, and (c) administering and accounting for school funds.



The purpose of the school budget is to provide a program designed to satisfy the educational objectives the community holds for its children. Every school expenditure should be evaluated in terms of the degree to which it contributes to the realization of these objectives. When objectives are clear, the first major step in budget preparation is to determine the program of educational services that is to be provided. This program must be broken down into needs to be met under the various standardized budget categories.

Studying the Community

Just as the curriculum should be built around community needs, so must the fiscal program be designed in terms of what the community wants for its children and what it can afford to pay for the program. In some communities several times as much is spent per child as in other communities, even in the same state. While we may not want as much disparity in school expenditures as we have, in a country where a large measure of community self-determination exists and where the resources for school support vary as much as the citizens' expectations of their schools, considerable disparity is to be expected. This is a problem that the superintendent and staff have to take into account in the initial stages of cooperative fiscal planning.

Community Resources

Community wealth is often related directly to educational spending. In making long-range plans it is important to know the total community assets as well as the distribution of wealth and per-capita income. Is the community supported largely by agriculture or by industry? Large or small farms? Heavy or light industry? Are resources largely home owned? Is employment seasonal or continuous? Is conservation of natural resources a major problem in the community? Are there available minerals or water-power resources that are likely to lead to the future location of a new industry? What facilities are present for transportation and communication? Is farming diversified or one crop? Are markets nearby and constant or far removed and fluctuating? How much of the property is owned by government, churches, and educational institutions, and, consequently, nonproductive of school revenue?

Another important community resource is its people, and the nature of community population must be taken into account in planning school expenditures. Age distribution, birth rate, in-migration, and out-migration are important clues to determining how many children are likely to need schooling in the foreseeable future. The average educational attainment of the adult population has a bearing on the amount of education the community will finance for its children. The cultural life of the community—extent of travel; interest in art and music; number and kinds of books, magazines, and newspapers read in the home; and family recreational life in general—is important in assessing the types of curriculum offerings citizens will want and support. The vocational pursuits of adults is another clue to the type and extent of school program that will be supported.

Consumer Spending

In planning realistically we must remember that the consumer's dollar is divided many ways. The necessities of life must be paid for, and many luxuries will be. So, the schools find themselves competing for funds with food, clothing, and shelter; with beer, tobacco, and cosmetics; and with national defense, public health, old age assistance, and highways. Some of these interests use colorful, continuous, commercial advertising to increase consumer demand with which public education can hardly compete in kind.

It is important for the superintendent and staff members to know how the people generally spend their income, the amount they save and invest, and what has led to these spending habits. How the people spend their money is determined by the values they place upon the various goods and services that are available and the relative satisfaction they receive from them. The proportion of their income they will spend on education is determined by how high education ranks in their value system, the aspirations they have for their children, their understanding of the contribution education can make to the general welfare, whether they consider it an expenditure or an investment, whether they have had a part in determining the educational program, how well they know and like members of the school staff, and how good a job they think their schools are doing. The value the community places upon education is not static. It fluctuates along with that of other con-

sumer goods and services. A sound program of interpreting the school program and of sharing the making of decisions with all who are concerned can do much to keep public education in its proper perspective.

Legal Provisions for Support

While the extent of community resources and the value placed upon education are basic, debt and tax limitations and the expenditures of other governmental units may at any given time make school budgeting merely "a plan which contemplates the expenditure of a known revenue."[1] The tax laws must be carefully analyzed, and the fiscal programs of other local government units must be surveyed. In some school districts the voters may adopt annually any tax rate they choose, while in others the legislature has set a maximum rate within which the board of education must annually fix the local rate. No tax rate has meaning until it is considered in terms of the assessment and actual collection of taxes. In some states the constitution limits the assessment and collection of taxes, making adjustment at the local level most difficult. Legislative provisions vary widely as to the amount of authority vested in a state agency, the county or city government, and the local board of education.

Debt limitation by constitution or statute is common. Sometimes it applies to the county or city as a whole, and sometimes to the board of education separately. Often a bonding program to finance school buildings is dependent upon whether the airport, hospital, or sewer bonds are paid off. This makes the long-range planning of a total community fiscal program extremely important and puts a premium upon maintaining good working relationships with other government units and public officials.

Preparing and Submitting the Budget for Approval

The school budget should represent the aspirations that the community has for its children, expressed in terms of a financial plan. It may be thought of as a financial interpretation of an educational program. It evolves from the community's resources and the

[1] Morrison, Henry. *The Management of the School Money.* Chicago: University of Chicago Press, 1932. p. 489.

value the community places upon education as compared with other goods and services. This value it places on education is constantly being conditioned by the influence the school staff has upon the people. The budget represents a compromise between specific educational objectives on the one hand and ability and willingness to pay on the other.

The legal provisions for budgeting vary somewhat from state to state, but in general practice the superintendent is responsible for the preparation of the budget, and the board of education for its adoption. The board always has the responsibility for the adoption of policies which define the operating level of services and facilities. In making his budget proposals, the superintendent should adhere strictly to board policy. No item of cost should be proposed to the board for the first time thru the formal presentation of the budget.

Preparation of the budget consists primarily of (a) surveying school needs, estimating the costs of meeting these needs, and arranging the estimates under standardized categories with proper justification; and (b) preparing the budget document (including the financial plan). Securing approval of the budget involves (a) publicizing and explaining it to the public to obtain community approval and support, and (b) submitting it to the board of education and sometimes to another legal approving body for final adoption. In most school districts the board of education is, practically speaking, fiscally independent and has the legal responsibility for final approval of the budget. In some districts, however, final budget approval rests with the city council, fiscal court, or town meeting.

Surveying Needs and Estimating Costs

Even tho the school budget is prepared only for the next fiscal year, its needs grow out of the past and project themselves into the future. So, the superintendent and his staff are concerned with both long-range and current fiscal planning. The community's tentative fiscal program should be projected as far into the future as practicable, depending upon population trends, likely development of community resources, and the community's evolving concept of the school's function. Current planning should contribute to the achievement of long-range goals and to the modification of long-term plans in the light of new facts and conditions.

Belatedly, administration is recognizing the great potentialities of the school staff in determining school needs and in fiscal planning, and some superintendents are developing the necessary skills for utilizing this promising resource.

> In increasing numbers, superintendents are developing budgets on the basis of careful study of financial resources and school needs and with wide participation by the school personnel. Superintendents often build the budget from requests that start with each classroom teacher, custodian, or other operating employee, and are consolidated by department heads and principals.[2]

In a recent survey of the use of certain practices in school finance and business management, 13.8 percent of the representative rural superintendents and 31.6 percent of the urban superintendents reported that they found it helpful to prepare the budget with the cooperation of classroom teachers, principals, and others concerned. Superintendents marked this practice "not used, but desirable" more often than any of the other 10 practices submitted in the survey.[3] In this type of budgetary practice the superintendent has the responsibility of keeping the board informed of developments thruout the process.

In surveying the needs of the school system for the coming fiscal year, the superintendent and his administrative assistants may well prepare survey sheets organized by categories like those in the budget document. These categories are pretty well standardized and usually include administration, instruction, auxiliary services, operation of plant, maintenance of plant, fixed charges, capital outlay, and debt service. Each survey sheet should provide space for listing needed items and services, for recording the estimated cost of each, and for expressing priority of need. Provision also should be made for the individual staff members who are most closely associated with the particular item or service to supply written justification, particularly where the estimates vary appreciably from the current allotment.

Orientation for the survey—To be certain that the survey will be helpful, staff members should be well oriented as to the purposes of the survey, the proper interpretation of forms to be used, the

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[2] American Association of School Administrators. *The American School Superintendency*. Thirtieth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1952. p. 176.

[3] *Ibid.*, p. 172.

general process from beginning to end, the individual's specific responsibility in the process, where and how to get help in estimating costs, and the time schedule that is to be observed. The orientation should also include a critical evaluation of the current school program, its cost, and its relation to long-range community programs. The fact that a particular budget item has been approved for a certain appropriation in the past is not proof that it should receive the same appropriation in the future, or that it is still needed. Every effort should be made to see that "dead wood" is cut out and that new needs are included. Original estimates of need should be made by the staff member who is best informed about the particular item concerned, whether this individual be the school treasurer in case of debt service requirements, the art teacher in case of modeling clay, or the custodian in case of floor mops.

How the orientation for the survey is handled and how the staff is grouped for work on the survey will depend upon the size of the school system, its physical organization, and its method of delegating responsibility. But if ambiguities, duplications, and poor estimates are to be avoided, and if every staff member is to live up to his responsibility in the survey on time, the orientation must be specific and effective.

Organizing for the survey—The individual schools within the system provide a natural unit thru which most aspects of the survey may be conducted. This has the advantage of facilitating comparison of unit costs within the system. In the elementary school, estimates of need and cost of such items as instructional equipment and supplies may be made by the individual teachers, totaled for the teachers of an entire grade, and then for the school as a whole. In the high school the estimates may be made more conveniently by the teachers of a department, totaled by departments, and then for the school as a whole. Estimates for expensive equipment, such as movie projectors used by several divisions in a school, may be made by a committee representing the entire faculty of a school. Some items of building maintenance can be estimated by the teacher who uses the classroom, while others relating to the entire plant can be estimated by the principal and custodian, or by a school committee. At every point estimates of needed items should be checked against existing inventories.

The superintendent and his administrative staff should stand by to provide technical assistance wherever it is needed. Staff members will need much assistance in estimating costs. A school committee that includes the principal may examine the department or division totals for duplications and faulty estimates. This committee can compile the totals for the school, taking into account the priorities that have been indicated, preferably as "necessary" and "desirable," and can prepare the school's report in the proper form for the central office or a central, districtwide advisory budget committee.

Some operations in the school program, varying with the size of the system and its administrative organization, involve several or all the schools in the district. Examples of these are central storage and distribution of supplies, central maintenance staff, co-insurance program for school properties, and debt service. Estimates of these needs can be made by committees representing both those who are responsible for the operation on a districtwide basis and those responsible in individual schools. Cost allocations can then be apportioned among the schools.

Some superintendents use a central advisory budget committee including representatives of various segments of the school staff and laymen to help plan and coordinate the survey of needs and costs. When school totals are ready, such a committee may visit the individual schools, conduct hearings on the schools' requests, and examine firsthand the need for equipment and plant maintenance. Estimates for special services, such as school transportation, can be carried directly to such a committee. When the committee has examined all estimates and justifications, made its inspections, and conducted hearings by school and by budget category, it can advise the superintendent and the board of education on the comparative merits of needs and on needs as compared with costs. Operation of such a plan would naturally be more difficult in a large school system, but some variation of it would appear to be feasible even in the largest.

Estimating needs and costs—Of primary importance in surveying school needs and costs is determining how many staff members are needed and their salaries since salaries constitute the major item of cost in any school budget. In many school systems the central office maintains some type of continuing school census organized by attendance district. This information can be supplemented and

verified in some measure by using information available from the federal census bureau, the state division of vital statistics, local health departments, and surveys that are being made by such utilities as water, electric power, gas, and telephone companies. Local chambers of commerce will have available information on the location of new industry in the community and its probable effect on population distribution.

In estimating staff needs for the individual school, consideration must be given to whether the school's enrolment will go up or down, whether impending curriculum changes will affect the number of teachers needed, and how the school's pupil-teacher ratio compares with that of the school system as a whole. In determining staff needs it is imperative that the central office work with the local-school staff.

Systemwide teacher salary committees are the most common form of staff participation in school budgeting. Too often these committees have consisted solely of classroom teachers and have worked only on the problem of classroom teachers' salaries. To be most helpful, systemwide salary committees should represent all groups of employees in the system and outstanding laymen. Some good salary committees have also included one or more members of the board of education. Where a central advisory budget committee exists, it is well to provide some overlapping in membership between the two committees to insure that in arriving at salary schedules to be recommended all other items of school cost and available revenue are taken into account. At the same time, a salary committee structured for one community may not fit the needs of another. Such committees will be affected to a considerable extent by conditions and problems peculiar to the locality. Chapter 6 provides more information on the functioning of salary committees.

The school staff as well as the superintendent and the board of education should know how the cost of providing a particular service in one school compares with providing the same service in another school. Unit costs need not be identical because conditions vary even within the same system and because particular services are provided to meet the needs of a particular group of children; but, where the cost varies widely, all concerned should know why. It also helps in maintaining perspective in the budgeting process to know how unit costs in a system compare with unit costs in other

systems that appear to be comparable. But, if it is necessary to exercise caution in comparing unit costs within the same school system, it is doubly so when comparing costs in one system with those in another. As Reeder puts it, "Unfortunately, at present, most school-financial data of a comparative nature must be accepted with a grain of salt."[4] The variables are too great to accept unit cost figures from other school systems as having more validity for school needs estimates than the judgment of local staff members.

Involving students in the survey—An alert staff can involve students in the survey of needs and costs, as well as in other aspects of the fiscal program, to great advantage. Each classroom teacher can involve the students he teaches in arriving at the estimates for which he is responsible, and representative students can serve with the various staff committees that function in the survey. Giving the students a place in the survey is sound educational practice. It will go a long way toward helping to make school fiscal planning a function of the total community. It can raise student morale and, thru giving the student body a better appreciation of maintenance and replacement costs, it can result in appreciable budget savings.

One school system reported extensive student participation in surveying needs, in estimating costs, and in preparing illustrative materials to be used in supporting the budget document. Another system reported the selection of "The Arithmetic of the Local School System" as the topic for one day's discussion during a preschool workshop for the staff. The various categories of the budget were explained by members of the district budget committee, and copies of the budget, including all supporting materials, were given to each staff member. The staff was then divided into grade-level groups, each group working out appropriate teaching materials for its grade. It is expected that use of these materials in the classroom will help in community understanding of the budget and in broadened participation in subsequent surveys of school needs and costs.

In planning for student participation in budgeting, one should observe the old caution that a little knowledge is sometimes dangerous. The presentation of gross budget figures without careful

[4] Reeder, Ward G. *The Fundamentals of Public School Administration*. Revised and enlarged edition. New York: Macmillan Co., 1941. p. 383.

explanation is likely to result in misinterpretation. When told that the community paid $1 million for teachers' salaries, a student may feel that the expenditure is exorbitant. But if he is told that this amount has to be divided among 300 teachers, his attitude may be different.

Timing the survey—Surveys of needs and costs should take place well ahead of the beginning of the fiscal year and the tax assessing date of the school district. Unless the estimates are established in advance of these dates so that sufficient publicity can be given and they can be properly interpreted to the schoolboard or other approving and assessing authorities, they may not be effective. In this situation, staff effort may be wasted and morale may suffer. Mort and Reusser point out:

> This, of course, poses the problem that is always there, whether it is recognized or not, that, if ideas are not brought to the fore by some critical date, it is too late to do anything about them the succeeding school year if they involve money. The general lack of realization of this point on the part of the staff and public accounts for a great deal of dissatisfaction with the public schools.[5]

In order to assure that basic planning will be done on time, some schoolboards have set up appropriate deadlines in their rules and regulations. The following provisions appear in the regulations of one board:

> 1. Prior to Feb. 1 of each year the superintendent of schools shall have formulated a tentative budget for the following school year. In the preparation of this tentative budget, the superintendent shall, to the extent feasible, confer with employed personnel and with parent and other public groups so as to make the tentative budget as nearly as possible an expression of the interests of all concerned.
>
> 2. The superintendent shall submit the tentative budget to the board of education at its regular February meeting together with a plan of conferences with employees and members of the public, designed to assist the board in determining the character of the budget to be submitted to the annual financial meeting.[6]

Whether the board sets up deadlines or not, it is the responsibility of the superintendent to see that staff reports and recommendations are properly timed so as to be most effective.

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[5] Mort, Paul R., and Reusser, Walter C. *Public School Finance.* Second edition. New York: McGraw-Hill Book Co., 1951. p. 166.

[6] As quoted in: Mort, Paul R. *Principles of School Administration.* New York: McGraw-Hill Book Co., 1946. p. 343.

Preparing the Budget Document

If the survey has been done well and the reports of the various staffs and committees have been properly submitted with appropriate justifications and supporting material, the preparation of the budget document is a relatively simple process. This assumes, of course, that the superintendent and his staff have cooperated thruout the survey to insure that final estimates have been based on all the available information, that they are reasonable, and that they are properly balanced. It assumes further that the general advisory budget committee has done a good job of coordination and that hearings have been held for each school and each special district-wide committee.

The superintendent and the advisory budget committee can have the expenditures section of the standard budget form prepared from the composite survey report. Justification and supporting evidence for this section of the budget may grow out of the survey report. All the supporting evidence to justify the total budget requests will be at hand. There should be available a great variety of illustrative materials and devices resulting from the initiative and originality of the various staff members and their students, the best of which can be used in the preparation of the budget document.

The receipts section of the budget—generally called the financial plan—may be prepared by the superintendent and his administrative staff with the help and advice of the budget committee. It is recommended that this section of the budget, as well as the expenditures section, be prepared on two levels—"necessary" and "desirable"—so that the community and the approving authority can decide intelligently at what level the school program is to be supported.

In preparing the receipts section of the budget, it is necessary that the tax laws applicable to the school district be thoroly understood. The amount of unencumbered balance, income from possible investments and endowments, income from state and federal governments, and other relatively fixed income from other sources—all must be carefully estimated before an intelligent estimate can be made of the amount that will be required from school-district taxes.

If the schoolboard has any discretion as to the kinds of local taxes that may be levied for school support, attention must be given

to the amount of revenue it is possible to obtain from each and the equity of each. Where choices may be made between different types of local taxation, the entire staff and the public should have an opportunity to be heard in arriving at the decision. Written justification should be prepared for the "income" section of the budget just as for the "cost" section, particularly if taxes have to be increased or new ones levied.

Securing Support for the Budget

In budget planning, there should be sufficient time between the preparation and publicizing of the budget and its final approval for thoro community study and reaction. Every interested person should have an opportunity to make himself heard both as to the educational services proposed and as to the revenue required. The amount of time required for the community to thoroly understand the budget and reach a consensus is largely dependent upon the amount and quality of public participation during its preparation, the quality of publicity prepared, and the effectiveness of the communication mediums employed in its interpretation. If the superintendent, the staff members, the students, and the public have all participated freely over a considerable period in the preparation of the budget, and the suggested survey hearings have been open and well publicized, community support is virtually assured, and a relatively short period will be required to obtain definite assurance of it.

One school system secures the help of parent-teacher association representatives (parent members) thruout the survey of the needs of individual schools, and appoints the PTA council president, the president of the community advisory council on education, and a member of the board of education to the advisory budget committee. In this district the community is practically ready to adopt the budget when the budget document is prepared. On the other hand, if there has been little participation during a short period of budget preparation, much time and effort may be required to obtain the necessary assurance of support. In any event, the budget should be publicized well ahead of its adoption.

The form of the budget—its organization, illustrations, and supporting schedules—can aid materially in securing public acceptance. This is one point at which the school system should put its "best foot forward" because the budget document will serve as the basis

of the attendant publicity that is prepared and for the public hearings that may be held, and eventually will be submitted to the board and, where required, to other approving authorities. The best talent available should be used in the preparation of both the budget document and the publicity releases that are to be issued. At some time during the interval of public consideration—generally, as early as possible—the entire lists of anticipated expenditures and receipts should be published. Other newspaper publicity may deal briefly with special items. Radio presentations are usually very effective. Some school systems publish attractive, well-illustrated pamphlets which are sent to all parents and to other interested persons upon request. Open hearings should be held whether they are required by statute or not. The type of publicity and interpretative material that may be used is limited only by the imagination and resources of the staff. All of it may well be developed by staff members and students.

Sometimes the acceptance of a proposed budget carries with it the raising of tax rates, the raising of assessments where the maximum rate is inadequate, or even the levying of a new tax. These eventualities often involve actions of other local government officials or a popular election, but in either case success depends eventually upon public understanding and approval of the school program. A community will usually provide the funds for a school program which it has had a major share in planning.

Submitting the Budget for Approval

Final budget approval is usually the function of the board of education, but it may be the function of an annual school meeting of citizens or of some other tax-levying authority. Many heartaches and disappointments have come to superintendents and school staffs from this annual appearance before the final budget approving body for the school district. Lack of approval and arbitrary cuts in particular budget items, without sufficient reasons being given, are far too often the result.

Sometimes these budget tragedies stem from petty political differences, but usually they are symptomatic of a lack of sufficient community understanding and support of the educational program. If support for the school fiscal program has been built soundly over the years thru continuously interpreting the educational pro-

gram to the staff, and, with the help of the staff, to the people, the superintendent can generally approach the final submission of his budget with assurance. If the current budget has been prepared over a long span of time thru the full participation of staff, students, and representative laymen, and if an intelligent, honest effort is made to interpret it to the public thru appropriate publicity and open hearings, giving all concerned adequate opportunity to express themselves, the superintendent can look forward to its submission with pleasure and pride. He can feel confident that the budget being presented represents community consensus as to the educational program it wants and is willing to pay for—consensus of the same citizens to whom members of the board of education, fiscal court, or city council are responsible.

The exact manner of presenting the budget may vary depending upon whether the board of education or some other approving authority has the responsibility for final adoption, whether sufficient time was allowed for presentation, and other factors. Wherever possible, the superintendent should arrange for an oral presentation to accompany the written document. Adequate time should be allowed for questions and answers concerning any item in the budget. Representatives of the press should be present. If the board of education is the final approving body, staff and lay representatives of the various committees that have assisted in the budget preparation may participate in the presentation. If the approving body is some group other than the board, some member of the board, preferably the chairman, should be added to the presentation panel. In any event, there should be present, for the moral support it gives, a good representation from the various groups concerned. The annual approval meeting can be changed from a dreaded affair into the natural culmination of sound, cooperative, continuous fiscal planning.

Administering and Accounting for School Funds

Education is big business—often the biggest business in the community—and it must have efficient business management and accounting to insure good stewardship. It is also everybody's business, and as such, good stewardship implies that the educational values inherent in the school program must not be subordinated to business

efficiency. Short cuts in the interest of business efficiency may result in false economy if misunderstandings arise and staff morale is lowered. Staff members have a special equity in the school fund, and the same principles of cooperative enterprise that have been applied to the budgeting process should, where practicable, be employed in the business management of the schools.

Generally, the state department of education specifies a system of accounting to be used by local districts, and in many cases provides the various forms to be used. If some state agency does not designate the system, the local board should do so by special resolution. The system adopted should be consistent with the recommendations of the U. S. Office of Education and the Association of School Business Officials of the United States and Canada. Steps should be taken to see that all phases of accounting and reporting are kept current, and that consistent terminology is used in the budget, the ledgers, and the reports that are made on school accounts. The accounts should be open to staff members at all times. The superintendent should encourage staff members to keep informed on the schools' business.

Generally, extracurriculum funds and other internal funds in the individual schools are accounted for separately from board of education funds. Where this is the practice, the board should designate a standard system of accounting to be followed in all the schools in the system, specifying the type and frequency of reports and providing for necessary audits. No staff member or student should be placed in the precarious position of having public funds or property in his charge without being provided a satisfactory means of accounting for every item.

Keeping Records of Board Proceedings

The minutes of the board of education are the primary authoritative records of any school system. The conditions of employment of personnel, contractual agreements, authorizations for purchases, approval of claims for payment, and many other matters of school business appear in the board minutes. Some of these cannot be found elsewhere.[7] So, it is important that the superintendent, who is

[7] U. S. Office of Education, Federal Security Agency. *Financial Accounting for Public Schools.* Circular No. 204, revised. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1948. p. 2.

often secretary to the board, see that accurate, clear, readable minutes of board proceedings are prepared and properly safeguarded as a permanent record. The board minutes should be available at all times for examination by staff members and other interested citizens. Some superintendents duplicate the minutes after each board meeting and send copies to designated members of staff organizations and to parents organizations and other lay groups especially interested in the schools. In some cases the superintendent has made arrangements to have representatives of such groups present at all regular board meetings.

Accounting for the Payroll

The business item of first concern to staff members is naturally that of personnel salary and payroll procedure.

> Proper accounting of expenditures for personal service can be made only if an adequate and efficient pay roll procedure has been adopted. The major factors to be considered in the development of a sound pay roll procedure after proper board resolutions of assignment or appointment indicating salaries, are: The pay interval (20 school days, calendar months, etc.) and payment dates; basis for determining amount of teacher's daily salary for purposes of deductions; and the mechanics of making and verifying of pay rolls. A satisfactory pay roll procedure is one in which the basic forms are prepared in the central office and forwarded to the respective individual schools for entry of absences, names of substitutes, etc., in connection with absences and entry of consequential deductions. Other salary deductions such as for retirement or pension funds, credit unions, group insurance, etc., may be made in the school or central office. Some school systems will prefer to have the pay rolls prepared in the schools.[8]

Each staff member should authorize all salary deductions in advance and in writing; the salary check should list all deductions; and where leave is cumulative, periodic reports of leave status should be provided.

Accounting for Materials and Supplies

Next to payroll procedures in importance to the average staff member is the matter of obtaining materials and supplies with which to work. If we expect the highest quality of service from the individual, he should have the materials he needs in sufficient quantity to do the job, and he should be able to get these with a minimum of

[8] *Ibid.*, p. 10.

trouble and without undue delay. However, there are certain obligations and limitations which the individual staff member must observe as a member of a team operating a public business. He, as well as the superintendent, must be concerned with such matters as planning ahead for needed supplies, making every dollar buy as much as possible, living within the budget, and properly accounting for every item of expenditure.

Every school district should maintain a well-planned system of requisitioning, purchasing, storing, allocating, delivering, and accounting for materials and supplies. It should be easy to trace an item thru requisition, purchase order, invoice, authorization for payment—all properly signed—to ledger entry under the proper code.

Every individual concerned should thoroly understand the operation of the system and just what his duties are in connection with it. The new staff member should be shown the forms used and specifically how he is to use each. He should understand the course the form will take after it leaves him, and should know the approximate time lag to expect. A guided trip thru the purchasing, storage, and accounting departments will prove most helpful in obtaining the desired understanding. All staff members should be urged to make suggestions for improving the system, and specific provision should be made for its periodic evaluation by a representative staff committee.

Where centralized quantity purchasing is practiced—and substantial savings can be effected in this way—considerable standardization of the items to be used is necessary.[9] A staff committee, or a series of committees for various groups of items, may be used by the superintendent in determining the specifications for various items of supply.

Accounting for School Property

All property belonging to the board of education should be accounted for in some way. Either a property ledger or a card file system of continuing inventory by class of property should be main-

[9] There has recently been developed thru the joint efforts of the American Association of School Administrators, the Association of School Business Officials of the United States and Canada, the National School Boards Association, and the National School Service Institute a "Buying-Selling Code for Schools," which should be helpful to local-school officials in improving standards of purchasing school equipment and supplies.

tained. A total inventory should be maintained in the central office. A duplicate record of the items located in the individual school should be maintained by the principal or someone designated by him. This inventory should include name of the property, brief description, date of acquisition, price, location, dates of repairs or improvements, present condition, and such other information as may be appropriate for the particular item. Some system of recording transfers of property from one location to another should be used. Such a property inventory is invaluable in planning insurance coverage, replacement schedules, and maintenance programs. Setting up such an inventory and keeping it current will require the cooperation of practically every staff member but, if properly used, will be of service to all.

Administering Records and Reports

In the interest of efficiency and prudence every school system must require staff members to keep certain records and to file reports on matters related to the fiscal program. Reeder comments appropriately on this point:

> Every school system which would be efficiently administered must systematically collect, organize, file, and use information which will show the efficiency of every employee, every pupil, every material and every process. . . . School employees frequently complain about the many records they must keep and the large number of reports they must make to their administrative superiors and to other officials; they complain particularly about making reports which they see no evidence of ever being used or of having been examined.[10]

The superintendent should make clear to staff members the purpose of all reports required of them by the state department of education or other outside government agency, and should be sure that all concerned understand the terminology used, just how each report is to be prepared, and when it must be filed. For all the fiscal records and reports that are within the discretion of the superintendent, the staff should share the responsibility, and thru appropriate representation, individual members should help to decide what information is needed and how it is to be collected, filed, and reported. The records and reporting system should be reviewed periodically by the superintendent and staff committees. This cooperative process should

[10] Reeder, Ward G., *op. cit.*, p. 702.

concern itself not only with the information that should flow from the staff to the central office, but with information that should flow from the central office back to the staff.

The staff should be provided periodically with reports on the amount of funds budgeted, amount spent and obligated, and the unencumbered balance for the various funds and for the total budget. Members of the staff should also be provided whatever additional special information they may need as to the financing of the special school function with which they work. Administrators should also share with the staff, reports of the various school audits and the suggestions made by auditors that may help members of the staff discharge their responsibilities in the fiscal program of the school system.

Interdependent Aspects of Good Fiscal Planning

Studying the community's resources and willingness to support an educational program, surveying school needs and relating these to costs, preparing and publicizing the budget, and administering and accounting for school funds are all interdependent aspects of good, continuous fiscal planning for public education. The public schools are the concern of every citizen. They are the special concern of school staff members. If the school dollar is to purchase the maximum educational service, if the expenditure of funds is to be thoroly interpreted to the supporting community in its proper relation to educational services, and if the community is to be brought to the point where it will adequately finance the continuing and often increasing demands for educational services, the superintendent must provide for the intelligent participation of the staff, each member according to his own special interest and ability, at every practicable point in the fiscal affairs of the school system.

OUTLINE OF CHAPTER 9

Accepting a Community Role
- Introducing Staff and Community
- Aiding Staff Discovery
- Inviting Staff Help
- Promoting Staff Growth in Understanding

Improving Staff Services
- Bettering Classroom Instruction
- Capitalizing on Staff Organizations
- Using Community Resources
- Sharing New Ideas
- Utilizing Staff Abilities in the Community

Maintaining Community-Staff Partnerships
- Furnishing Desired Information
- The Importance of Being Human
- Supplying Community Leadership

A Double Challenge

CHAPTER 9

Working Together for Good School-Community Relationships

ALL public schools are community schools whether the people working in them recognize it or not. All of them strive more or less faithfully to attain the objectives for which the people have established and supported schools. All see more or less clearly the interaction between the learning experiences in the schools and the other activities which go on in the community. There are, however, great differences in the number and quality of relationships which schools develop with their communities.

Some school people seem to regard their communities only as sources of financial support, suppliers of pupils, and consumers of the products of education. Others see the community as the major laboratory for learning and community improvement as the central objective of the school.

Schools must be concerned with providing opportunity for effective learning along lines believed desirable by the supporting communities. Their primary responsibility is to enable children to build on the heritage of the past. This means that they are concerned with developing not only the skills of learning and communication, but also the abilities to define and solve problems and to exercise discriminating judgment in choosing goals and means of attaining goals. Persons so educated will value our free institutions, and will look critically upon their operation and seek constantly to make them more effective for the realization of our aspirations.

Teachers and schools must use not only the resources to be found in books but also the living resources to be found in their communities, where the problems of a free society are being met and dealt with—to a greater or lesser degree of success.

The relationships of schools to their communities, therefore, should be based on recognition of the following principles:

1. The school is the major agency for accomplishing the goals of the community that can be achieved thru education.
2. Since all the resources for education cannot be brought into the schools, the entire community must be used as a laboratory for learning.
3. Motivation for learning is improved by using community problems as a basis for learning experiences.

Accepting a Community Role

In spite of the complexity of a school system designed to meet the needs of all the children of all the people, *individual children* remain at the center of education. Because each child is partially the product of his environment, an intelligent understanding of diverse community factors is essential if the staff is to serve its children well. Helping each staff member to accept the locality as "my setting, too," frequently requires specific measures.

Introducing Staff and Community

Seldom is the assistance of an administrator, in his many-sided role of leader, of greater importance than in aiding staff members to become active citizens of their communities. In a large school system that assistance may have to be exercised by remote control. Even so, its value to staff members is tremendous.

An intelligent sensitivity to the needs, desires, and attitudes of a community makes its possessor a key part of any school staff. Because it requires deep understandings, such a sensitivity grows slowly. But it does grow if given, among other things, administrative attention seasoned with discriminating vision. A sense of belonging to the community is basic to the development of an attitude of concern about the needs of the school.

The beginning teacher in the community-centered school will need specific help in determining whether the services requested of him will be satisfying in both his personal and his civic life. Sympathetic, patient assistance from the superintendent, the principal, and experienced classroom teachers can help eliminate mistaken conclusions in this necessary part of the adjustment process.

A superintendent may ask one or more community groups to work with the school staff in helping incoming teachers make their

first adjustment to a new setting. Such groups might be the chamber of commerce, church groups, women's clubs, service clubs, and the board of school trustees.

Thru his many community contacts, the superintendent can in the course of a year open many doors for the civic and social acceptance of his teachers. One city superintendent suggests to various women's clubs to which he speaks that they invite teachers to become members.

One part of the introductory program, the value of which should not be overlooked, is a handbook for teachers. Thru using it, incoming personnel get started on their own orientation before beginning their duties. A section on "This Is Our System," presenting in a readable style the principles under which the system operates will have very real value. "Now You Are One of Us," a brief interpretation of the community characteristics which usually puzzle newcomers can prevent some misunderstandings. Lists of professional associations and community groups to which staff members may belong are helpful. So, too, is a brief explanation by a principal, or the president of the classroom teachers association, of the system's offer of counsel and advice thru designated, experienced colleagues. The handbook should also include a "Guide to Your Community" which lists places of economic, cultural, and historical importance and provides simple transportation maps.

Altho representatives of local education associations may have met incoming teachers and helped them with their housing problems, the official school greeting remains an important part of the introductory program. A warm and sincere welcome by the superintendent challenges all teachers to evaluate themselves as productive staff members. Selected representatives from different types of community agencies can add significantly to this official welcome. The mayor, a juvenile court judge, and a local industrial executive can help the staff to understand the interrelationship of school work and community life. Also appearing on the welcoming program could be the cultural representatives such as the city librarian, the director of the museum, symphony concert promoters, and leaders of other civic enterprises—all inviting the use of well-known and lesser-known community resources.

Many systems include in their workshops preceding the opening of school a day's visit to industrial plants. All teachers are urged to

take advantage of this experience since industrial changes and the changing interests of teachers, themselves, make "retakes" worthwhile.

Any system's orientation program must cultivate the teacher's desire to make constructive use of the community's interest in school problems. For example, legitimate inquiries and requests for more adequate school information must not be treated as intrusions, or barriers will be erected between the citizens and their schools. New teachers should be helped to meet this problem thru faculty and other group meetings. Capable staff members can explain that provision must be made for the public's participation in determining basic educational policies and programs. A board of education member may point out that, regardless of citizens committees, *official control* of the schools must remain with the board. He might also point out that policy making, however, is much more fruitful when the board holds regular conferences with representative citizens instead of responding only when besieged by local factions.

An introductory program should be planned by a joint administration-teacher committee. Both planning and executing the program offer exceptionally fine opportunities for delegating responsibility to the local teachers association. The actual introduction of staff members may cover many months or even the entire probationary period. It may even be part of an inservice program designed to answer the needs of belonging to and understanding *this* school in its setting.

Aiding Staff Discovery

Most experienced teachers look upon participation in community affairs as a privilege. A general lack of this feeling would surely merit thoughtful investigation. Savage suggests a possible solution; he believes that a conscious effort to listen enables superintendents to learn much about teacher attitudes and needs.[1] "Listening" visits to individual schools and classrooms, attendance at faculty social functions, and informal chats on school grounds and street corners will give the superintendent clues to staff interest or disinterest.

Planned emphasis on community participation is essential. It can be given periodically in faculty meetings or in the programs of

[1] Savage, William W. "My Teachers Are Not Interested." *Administrator's Notebook* 1: 1-4; November 1952.

professional associations. A teachers panel discussion early in the year can present the results of a staff poll on the current types and amount of community participation along with an evaluation of previous staff-community cooperation. A valuable part of such a program is an expression of community appreciation of the work, skill, and ideas that the staff contributes to community affairs.

Inviting Staff Help

Truly perceptive teacher understanding is a boon to both school and community, and it develops most rapidly thru frank discussion and open-minded investigation. Each staff member is entitled to know about the group's progress, its failures, and its achievements. Otherwise, the result can be a frustrated "What's the use?" attitude toward later studies.

Making building representatives responsible for obtaining staff opinion of the problem on which the entire system needs to work during the ensuing year is a technic which enlists early support for the study of a problem. Another is preschool workshop planning of the area in which each department is to concentrate its cooperative efforts for the year, for example, collecting teaching materials on specific themes and determining the grade placement of field trips to reduce duplication.

Some administrators provide an opportunity each spring for their staff members to indicate school committees on which they are interested in serving the following year. If people are grouped on the basis of common interests, problems can be attacked more quickly and efficiently.

Administrators know they can foster staff cooperation thru a regularly published bulletin which reports staff undertakings and achievements. Supplementary bulletins with a personal word of approval or a letter of commendation are also valuable. Such contacts show personal appreciation which, in turn, promotes staff loyalty.

The basic elements of cooperation between school and community are mutual understanding, mutual forbearance, and mutual pride. The first of these is the greatest. When classroom activities lead out into the community, increased mutual understanding and improved staff vision are frequently simultaneous results.

One such activity was the Christmas project of the vocational agriculture instructor who helped his Future Farmers make a quiet

study of several needy families in the community. The worthiest family was selected on the basis of the most commendable efforts to better its own condition and was generously remembered with food produced by the Future Farmers.

A mathematics project based on classroom study and community interviews was developed into a radio program, "Where Can People Borrow Money?" to increase student, teacher, and community understanding of this important problem. A service club program in which history students presented one-minute talks for and against various questions of current interest, also helped to increase community understanding.

Promoting Staff Growth in Understanding

More and more, school administrators want to place education in a setting that will constantly set forth the fundamental relation between the school and its community. Inservice education offers an opportunity, par excellence, for promoting staff understanding of the school system's local setting. To make sure an inservice program will serve local needs, the planning should be in charge of a committee consisting of classroom teachers, administrators, and citizens. Rich fields for work include a follow-up study on graduates and drop-outs and a study of student participation in public affairs.

Certainly a staff should be given an opportunity to survey its own needs. One excellent means of bringing high-school problems to the surface is the *Evaluative Criteria* produced by the Cooperative Study of Secondary-School Standards.[2] The planning of inservice education should also provide for annual opinion polls of citizens and an anonymous evaluation of the inservice program by teachers at the end of their probationary period.

Improving Staff Services

The committee on professional growth may profit from a membership which includes administrators and citizens as well as classroom teachers. This group can be responsible for listing and evaluating types of personal, professional, and community effort; for evaluating unusual types of service; and for recommending changes

[2] Cooperative Study of Secondary-School Standards. *Evaluative Criteria*. 1950 edition. Washington, D. C.: the Study, 1950. 305 p.

as needs arise. The system's inservice study can also be accredited by this committee.

As mentioned earlier in this chapter, effective schools are those which meet the needs of children, youth, and adults of the community. To meet these needs, suggestions for improving staff services are offered in five areas.

Bettering Classroom Instruction

The improvement of classroom instruction is the most important factor in the improvement of the quality of life within a school and a community. The many new instructional methods being used in American schools are continuously being improved by the classroom teachers using them. The following ideas for cooperative work are offered as amplification of the experiments and refining already in progress.

Many schools now provide a workshop before the opening of school. Departmental groups, planning the year's instructional program, can learn much from well-informed, interested lay members. Such lay members may have worthwhile opinions on how the purposes of departmental instruction are blending school and community aims, and on how community resources may be used in furthering this objective. Community opinion is also worth noting in evaluating the materials now in use and in determining what materials should be eliminated.

One session of the workshop may be devoted to an evaluation of one phase of the school's program. Such a meeting may have a citizen as chairman. The discussion may center around what parents consider the fine points of the work, where the work may be weak, and the kinds of information parents would like to have reported during the year. To make this session of maximum benefit, teachers must be prepared to listen. The quiet defense of high-quality practices may be necessary at times but, for the most part, this should be a listening experience for staff members.

One result of the workshop may well be a revision of the progression of concepts by which children grow in understanding and competency in the work of a given curriculum area. When a staff-citizen committee sets up a year's design for continued planning, selection of materials, and purchasing of equipment, both school and community gain. The school benefits from the combined judg-

ment; the community gains an increased knowledge of the amount and the thoroness of the school planning being done.

Capitalizing on Staff Organizations

Custodians, bus drivers, and secretaries can be assets in the community relations of the school system. The secretarial contacts, for example, are of special importance, for a system is constantly judged by the way its telephones are answered, the way its visitors are received, and by the quality of its correspondence. Learning proper telephone technics and receptionist methods can transform mediocre work. Providing school stationery printed in good taste and on good paper is a must. So, too, is insistence that the inexperienced typists follow a specific correspondence form and that their letters be checked by a capable stenographer.

Professional groups within the system are of great importance. Individuals who have the stability necessary for a continuing organization have abilities which should be utilized for the welfare of the system. Whether it is an administrative organization or a local education association, the group has committees well qualified to assume responsibility. Meeting incoming teachers and assisting with housing problems; a welcoming social event which one system calls its "autumn faculty fiesta"; a spring retirement tea with appropriate commemoration—all are responsibilities which can be delegated. A public relations committee for a special election campaign with telephone chains, coffee counter contacts, and good radio discussions has been used by professional groups. Working out faculty growth requirements and supporting the superintendent's presentation of plans to the board of education are other possibilities. Delegation of important work to the system's administrative and professional organizations is proof of faith in the staff's ability to share professional responsibilities. That faith, in turn, generates staff esteem for the administrative leader and assures better service by all.

Using Community Resources

The school that uses its community as a teaching and learning laboratory is using live ammunition. Pupils of all ages are interested in what goes on around them; they wish to learn more; and they can remember and use what they learn.

A junior high-school social studies class studying community traffic safety may gather facts on bicycle riding in an area where a bad traffic problem exists. Finding out whether youth or oldsters are involved in a higher percent of accidents will arouse community interest. The study may point out the most common violations, may draw attention to needed safety regulations, and can lead to a class request that a city council member introduce a specific city ordinance.

Schroth reports an excellent use of community resources in the teaching of homemaking.[3] The girls in a cooking class in a Scandinavian area frequently mentioned dishes they had heard about from older people. For them, the smorgasbord was a recognized event. So that the girls could learn more about Swedish dishes, four excellent Swedish cooks were invited to work with the class in the study and preparation of Scandinavian foods. Out of this study came a small cookbook prepared by the girls and women of the community. It contained the best recipes for such foods as kringlor, limpa bread, and fruktsoffa. The actual recipe writing and experimentation were done under the direction of women who had received direct instruction from their mothers and grandmothers.

In the search for a unifying factor in American secondary education, it is possible that the real force has been overlooked because it lies so close at hand. That force may prove to be groups and individuals within the immediate reach of the school. The community school seeks the cooperation of every individual and group who can contribute to the attainment of school-community objectives. Bankers, doctors, religious leaders, the veteran home from overseas duty, the mother who sews and cooks and serves as Red Cross chairman, the father remodeling a house, the gardener growing new varieties of plants, the oldest inhabitant remembering the early days—each may be useful in the educative process.[4]

Whether parents show slides of a recent trip to a part of the country being studied or businessmen explain the operation of an industrial process, the situation should be lifelike. Sitting with a student group in an interview-discussion procedure—answering

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[3] Schroth, E. H. "Use Your Community Resources To Make a Community School." *Nation's Schools* 47: 50-51; May 1951.

[4] Seay, Maurice F. "Community Schools Work with Other Agencies." *Midland Schools* 68: 17; January 1954.

questions and listening to student opinion—is of value to lay people, too. Because teaching and learning cannot be separated, adults who come to school to share their experiences learn something in return.

One type of community participation is made possible by the willingness of some parents to serve in the classroom for short periods of time. In freeing its teachers to attend a funeral, one school discovered that every room had among its parents at least one experienced former teacher willing to give assistance. While professional standards cannot be lowered or children exploited, schools can find in their communities many adults willing to enrich classroom programs.

Community surveys made by school representatives may be bettered by the presence of lay members. In advisory capacities, as guides to community opinion, in exploring community peculiarities, lay members may give assistance to their schools. At the same time they can learn discussion methods and problem-solving technics from their schools.

One small school conducted a survey of the mathematics needs of its community, compiled the findings, and thru members of its citizens committee, returned to participants an over-all view of community responses and suggestions. Those interviewed were gratified and the survey filled a twofold purpose: providing useful information for the school staff and furnishing a picture of community opinion for laymen.

Sharing New Ideas

Because classroom teachers have frequent opportunities thru workshops and college courses to learn better group technics, they have unique opportunities to serve their communities thru sharing this knowledge. Of many possible examples, the following are typical: With small six-member "buzz sessions" within larger groups, all members participate within a short time. Staff members trained in group technics can assist by observing meetings, noting types of contributions, and making progress reports, all of which aid in group progress. One community invited citizens to attend a 10-hour art workshop conducted by a manufacturer of school art supplies. Ministers planning vacation Bible schools proved to be the greatest beneficiaries.

In good-sized systems school fairs in which all the services of the schools are on display in one central place have proved popular with citizens. Some sections are devoted to the display of school equipment from the smallest test tube up to the heaviest piece of machinery.

Areas of instruction on display in school fairs should involve the entire community. English and social studies classes display the recorded history of the community thru photographs and heirlooms borrowed from homes. Students speak briefly on significant phases of the community's past and on potentialities for its future. Industrial and fine arts classes display collections from homes, the exceptional pieces by local artists, and designs for the beautification of community eyesores. Short talks on local crafts—the part they play in cultural life and their industrial possibilities—accompany the display. Mathematics classes display and explain the adaptation and use of community materials in their analyses of helpful and harmful advertising, instalment buying, and sources of community credit. Language classes illustrate the art and culture of the people whose language is being studied with articles produced by people of that national extraction residing in the community.

Utilizing Staff Abilities in the Community

Life in small communities tends to revolve about the schools, clubs, civic undertakings, and personal associations. The education of teachers prepares them to make invaluable contributions as

friendly, happy people; they are accepted as good citizens, willing to help in churches, clubs, and community drives and plans. Numerous civic and cultural groups are started and then flourish because of the interest and work of school people. Small community churches sometimes owe their continued existence to the time and effort contributed by members of the school staff. Many community undertakings evoke calls for the experience or professional training of educators. Understandable is the viewpoint of those lay citizens who believe that what teachers bring to their communities over and above teaching skill can be as valuable as the reading and writing taught in their classrooms. Observable and not to be underestimated is the continuous community use of the specialized training of the staff's musicians; its analysts of history; its artists; and its shop, homemaking, and vocational agriculture instructors.

Other equally valuable contributions may be made by the staff's speakers. When invitations to address an audience are considered an honor, the expended effort can increase both the speaker's capability and his community stature. Building a file of staff speakers with the subjects they are prepared to discuss facilitates responding to community calls for information or for programs. Keeping a personal notebook of random thoughts, newspaper clippings, and notes on unusual happenings is an excellent preparatory device for staff speakers.

Another type of community service is rendered by staff members who have the know-how of observing group interaction. They are the promotors of the feeling of unity which assures the success of community undertakings. As Strang points out:

> Some members improve interaction in a group by their special verbal ability. They can say what many others only think. From time to time they will state clearly and accurately the essential content of a groping discussion. Persons with verbal facility are needed in any group.[5]

When a staff member combines this facility with truly perceptive vision and an understanding mind, he becomes unusually valuable in community work. Sometimes thru the assistance of such a person, adults with special talents can cultivate in others something of their own skill. Thus an entire community can be made to benefit from the ability of one of its members.

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[5] Strang, Ruth. "Community Schools and the People Working Together." *The Community School.* Fifty-Second Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1953. p. 158.

Maintaining Community-Staff Partnerships

When a school staff is composed of normal citizens who believe in and cultivate simple, friendly relations with a wide variety of people, partnerships with the public are plentiful and are subject to only occasional and normal periods of strain. There are many community-school contacts which develop channels along which can be kept moving an easy, informal flow of ideas and suggestions from community to school and from school to community. Some of these have been touched upon in this chapter; others are dealt with in the publications of the National School Public Relations Association;[6] and still others have been described in previous AASA yearbooks.[7]

Furnishing Desired Information

As previously noted, children are the heart of good schools. Parents have the right to request information about their own children. Most schools now supply several kinds of school news. In many localities, schools are trying to find the most satisfactory way of making progress reports.

Replacing old-type report cards with individual conferences with parents is the subject of much experimentation at present. The first-grader who *reads* for his parents during a conference is actually demonstrating *his* degree of mastery of a basic skill. In some cases a demonstration can prove harmful to the ineffective learner, but it is also true that wisely handled pupil-teacher-parent conferences help all involved to understand the nature of pupil strengths and weaknesses. Such discussions promote better acceptance of specific kinds of training in developing those competencies all people should have. Whatever reporting method is finally adopted should be worked out thru parent-staff cooperation. And it should be satisfying to both community and school.

Humanizing the superintendent's annual report with thumbnail sketches of heart-warming personal experiences pays dividends

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[6] National School Public Relations Association. *Contact Plus.* Washington, D. C.: the Association, a department of the National Education Association, February 1954. 64 p. Also by the same group: *It Starts in the Classroom.* 1951. 64 p.

[7] American Association of School Administrators. *Public Relations for America's Schools.* Twenty-Eighth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1950. 497 p. Also, Chapter 10, "Building Understanding" in *The American School Curriculum.* 1953. p. 276-309.

in increased parent reading.[8] The report must also include evidence that the achievements of a school measure up to its claims. If the system believes it has a good vocational department, the report should indicate how many of its vocational graduates are now employed and where.

The Importance of Being Human

Sometimes the simple things are the most effective in promoting constructive school-community relationships. For one thing, most laymen like teachers who are good listeners. The parent with a problem about his child, the civic leader disturbed about the teaching of patriotism, the employer looking for well-trained high-school graduates, the local official concerned about governmental functions —these are but a few of the cases where the classroom teacher, the principal, or the superintendent can really *listen*. Often he can sense trends in public opinion, discover community tensions which may be alleviated by the school program, note barriers to community cooperation, or obtain ideas for suitable educational goals.

[8] Many suggestions on writing, illustrating, and printing will be found in *Print It Right*, published by the National School Public Relations Association. 1953. 48 p.

In most of our school systems, citizens and educators meet in dozens of informal situations—in business, civic, social, and religious groups as well as in professional meetings. From the total of these contacts, plus the reaction to what goes on in school, comes the distillation of community opinion of teachers. Casual, friendly contacts between teachers and their grocers, milkmen, and service station attendants break down the natural barriers which tend to exist between members of the profession and many people with less formal schooling. Antagonisms in those same relationships, however, pyramid surprisingly when important school issues are at stake.

Telephoning the home about a pupil's success, calling to see a new baby or to offer help in case of trouble, and making short home visits before difficulty arises have repeatedly proved their worth. What to observe without criticism in an undesirable home, why it is best to be slow to give advice to parents, and good ways of keeping notes on home visits are excellent points for staff study.

Supplying Community Leadership

Each staff member who participates constructively in the programs of other community agencies is beginning to develop his own leadership potential. All educators must decide which agencies they are most interested in helping, be sure they make real contributions, and then not spread themselves too thin. Again it should be noted that many localities fashion their community life from the ingredients of school activities, civic or religious undertakings, and personal associations. Beyond the line of classroom duty, staff members can supply much of the lifeblood of such localities.

Some community agencies now recognize the importance of guaranteeing the continuous development of youthful leadership. The monthly Rotary invitation to one high-school senior boy to attend each regular Rotary meeting as a junior Rotarian is a step in that direction. Several other service clubs practice counterparts of the same plan.

Those teachers who find ways for their students to take part in the work of community agencies are helping to assure future community leadership. Student council representatives by contact and work with government officials receive essential training. High-school civic-experience classes can provide participation opportunities for a significant number of students. Each member of such

classes gives from one to two hours weekly in volunteer service, gathering survey data or doing other needed work.

In answering requests for help from community groups, schools receive help. As Seay* points out, new or helpful opportunities for experience should be recognized, even tho certain safeguards must also be maintained. A newspaper request for a column of school news leads, thru a learning opportunity, to regular, student-supplied articles. If a public library wishes to expand its circulation, a change in the school bus schedule makes it possible for students to stop at the library on their way home for books for themselves and for their parents. Various groups ask for rooms for meetings, study, and recreation. When desirable, the school building is kept open thru the day and during the evenings so that responsible groups can use it.

Sometimes schools start a needed community service and continue it until an appropriate agency or person can take it over. A repair shop for farm machinery, a cannery, a health clinic, an irrigation improvement project, a Scout organization, a motion picture theater, a community club house are examples of services schools have brought to their own localities thru a willingness to share the abilities of their own trained personnel. While filling an immediate need, the school discovers and develops leadership which can take over and carry on such services. Always the school guards against assuming the proper functions of other agencies or going into business for itself with students as unpaid labor.

Diversified service can be promoted only by staff members who believe in the philosophy upon which it rests. Thus, teachers need to be helped at the outset of their service to see themselves as more than instructors. They are, indeed, co-planners and partners in a school which stands at the center of its community.

A Double Challenge

Regardless of the size of an administrative group, the practical necessity in every instance is for working *with* people. Countless projects can succeed only thru the combined interest, understanding, and work of many staff members and lay people. Numerous past attempts at school-community cooperation have failed because

* This paragraph and the one following are based on: Seay, Maurice F., *op. cit.*, p. 17.

members did not feel free to express views; discussions were dominated by a few; or lack of facts led to pointless expressions of opinion.

For today's superintendent, then, there is a double challenge. The first is to lead in working out processes thru which the staff makes its finest possible contributions to both classroom work and the over-all planning of the system's policies. This responsibility of administration is of primary importance since schools which rate high in the quality of their classroom work are staffed by people whose professional morale is high. The individuals most affected by a policy of nonparticipation in decision making are the staff members who are above average in professional attitude.

The second challenge is that of promoting countless opportunities for school-community interaction. This claim upon a superintendent is valid because personal growth is an important byproduct of school-community association. As lay people and staff members work together for community betterment, all participants acquire a finer sense of personal value.

So it is that the "atmosphere" of a school system is created of the expectations and the mutual faiths of the chief administrator, the staff, and the community. Again it is evident that the sentiments and attitudes of a superintendent *do* shape the professional courses of the staff and of the school system.

OUTLINE OF CHAPTER 10

Evaluation in Terms of Educational Goals
- Scale of Values
- Purposes Grow Out of Study and Planning
- Goals Determine Principles and Practices

Discernible Effects of Good Staff Relationships
- Modifications of the Curriculum
- Improved Instruction
- High Staff Morale
- Better School-Community Relations
- Individual Growth

Evaluating Quality and Quantity
- Positive Practices
- Negative Aspects

Technics of Evaluating Staff Relationships
- Opinion Surveys
- Staff Evaluation
- Appraisal of Superintendent's Leadership

CHAPTER 10

Evaluation of Staff Relationships

THE evaluation of staff relationships goes on consciously or unconsciously nearly all the time. It is reflected in many actions of staff members, some of the most revealing being those that happen spontaneously.

A young teacher who had been in his first position only a few weeks commented: "I just don't know how I could have gotten along had it not been for Miss Smith across the hall. She seemed to know instinctively when I needed something explained; her spirit and friendliness seem to be characteristic of the whole school." This is an example of the informal, spontaneous way in which classroom teachers frequently evaluate staff relationships.

The superintendent has no job more important than that of organizing and stimulating his staff to work toward worthy and compelling goals. At its worst a staff may be one big, happy family that cooperates beautifully in perpetuating its individual and group complacency, or a happy group of "eager beavers" motivated to the energetic pursuit of fleeting fancies that have little relationship to significant aims of education. Consequently, it is not enough to evaluate staff relationships per se; these relationships must be evaluated in terms of staff progress toward providing the best possible education for children and youth. To be fair, such an appraisal needs to consider certain limiting factors that may be temporarily or permanently beyond the control of the superintendent and his staff.

At its ultimate level, appraisal should be in terms of the effects of learning experiences that emerge in the lives of boys and girls. These effects, however, are difficult to measure objectively and sometimes they do not become evident for many years. Thus, it may be necessary to appraise such "intermediate" results as:

1. Constructive modification of the curriculum
2. Improved instruction

3. Better staff morale
4. Individual growth of staff members
5. Improved school-community relations.

It is also useful to examine the situation from other standpoints like amount and quality of staff participation, opportunity for exercise of initiative and creativity, flexibility of staff organization, and freedom and ease of two-way communication.

Staff relationships are good when all members are working cooperatively and effectively toward goals that have meaning for the individual members of the staff and which promise to result in significant experiences for boys and girls. The development of such relationships is the foremost duty of the superintendent.

Evaluation in Terms of Educational Goals

An appraisal of staff relationships should begin with a study of the goals and purposes that the individual schools and school system have agreed to pursue. And we should question whether these goals are consistent with American democratic principles. Staff relationships in a democracy should be quite different from those that might be expected under a dictatorship. In a representative democracy a public-school system has some responsibility for developing patterns of democratic organization and behavior. If our schools are really to help keep us free, the persons who are to interpret our freedoms to youth must themselves work in an organizational pattern in which the relationships among staff members give convincing evidence of the ideas and ideals that the school wishes to establish.

Scale of Values

Educational objectives depend upon a scale of values and must grow out of the life of a people. This thought is aptly expressed by the Educational Policies Commission:

> The purposes of schools and other social agencies are not "discovered" as a prospector strikes a gold-mine. They evolve; they reflect and interact with the purposes which permeate the life of the people. In each of the phases of individual and social living, there are elements which people commend, others which they condemn. Such judgments are based, in the last analysis, on moral standards or ideals. That which, out of their intelligence and experience, the people declare to be good, they will attempt

to maintain and perpetuate for the benefit of their children and their children's children. They strive through education to transmit what they think is good to all the generations to come.[1]

The stated purposes of the school system should be a healthy reflection of a dynamic organization, not only sensitive to change but also rooted in our democratic and spirtual heritage. The statements of purpose should be formulated with vision and should stimulate action; they should not be a rehash of platitudes borrowed from another system in a different setting.

Purposes Grow Out of Study and Planning

The superintendent must assume the responsibility for leadership in defining and stating these purposes. This responsibility, however, does not imply that the purposes are to be written by the superintendent and delivered to classroom teachers, principals, and other staff members in the spirit of a Moses just returning from Mount Sinai.

Educational purposes must be developed thru cooperative effort and thru representation of those affected by the purposes and responsible for their attainment. This procedure emphasizes the fact that such purposes should grow out of the study, planning, and experience of staff members, parents, pupils, and other community representatives—all working together.

Talks with individual teachers will quickly reveal whether they feel a sense of responsibility that extends beyond their individual classrooms. It will be helpful to determine whether members of the custodial staff understand the relationship of their jobs to the effectiveness of what teachers are trying to accomplish. Maids may feel that they are simply pushing dirt with a broom, or they may gain the satisfaction that comes from knowing that they are doing an important job in creating and maintaining an environment in which children can live and learn more effectively.

Goals Determine Principles and Practices

Educational goals and purposes should become the criteria by which principles, practices, and results are continually appraised.

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[1] National Education Association and American Association of School Administrators, Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1938. p. 1-2.

A school system may have one of its goals expressed in the following manner: "The school should seek opportunities for its pupils to understand and practice good citizenship." It would then be in order to look beyond the marks that pupils make in social studies to accurately appraise the program in relationship to the school's own stated objectives. In such a school, for example, one might reasonably expect to find pupils working thru duly elected representative groups in solving school and community problems.

Good staff relationships not only are related to the general educational objectives of the school but also must result in good working relationships between pupil and pupil and between pupil and adult.

During the past football season a rumor of ill feeling between the bands of two senior high schools was reported anonymously to the press and police. The resulting publicity seemed likely to set the stage for a clash between groups representing the two schools. Consequently, the police department asked for a conference with the superintendent of schools. The superintendent called in the principals, and the press also requested permission to be present. The representatives of the press were asked not to play up unsubstantiated rumors; they agreed. It was then suggested to the reporters that if they were looking for a real story, they might go at lunch time to one of the high schools where representatives of the two schools were meeting to discuss the rumored ill feeling.

The press reported later that the student leaders were not aware that such ill feeling existed. The students decided, however, that in the light of the rumors and resulting publicity some preventive planning should be done before their annual Thanksgiving Day game. As a result, they drew up a program which included visiting rival schools for pep rallies; planning floats as part of the pregame festivities; and asking the mayor, the superintendent of schools, and the two principals to select the best float from each school. The details of the plan were worked out by students from the two schools and presented to the principals for approval. The results of this planning were evident at the game; the sportsmanship and quality of performance were at an unprecedented high level.

The foregoing illustration has been given in some detail to emphasize the importance of good relationships among the staff, pupils, and community, and to show how the appraisal of such relationships relates to the educational purposes of the schools.

In the evaluation of staff relationships it is not only important to determine the quality of the relationships, but it is also desirable to identify those factors and practices responsible for the existing situations, whether they be good or bad. It then becomes fairly easy to diagnose the situation, to set up a preventive program to eliminate the trouble spots, and to capitalize on the strong points in the existing program.

Discernible Effects of Good Staff Relationships

Evaluation of staff relationships can be accomplished by relating aims and practices to the principles of American democracy. It is also possible to evaluate results by objective and subjective methods. The first method of evaluation can be done at any time, but the evaluation of results requires a lapse of time—sometimes more time than is in a normal life span.

Evaluation must be closely related to the effective attainment of goals. Even tho many people may be satisfied with their own opinion, the schoolboard and the superintendent must constantly seek more reliable data as a basis for future planning and action. This statement is not intended to mean that we should throw out or discredit subjective evaluation, for it plays a great part in decision making in our American democracy. Both types of evaluation should be used as effectively as human frailties will permit.

Good staff relationships then become a means to an end; they will produce significant changes in various phases of the school program that are discernible and, to a degree, measurable.

Modifications of the Curriculum

The curriculum of the school should indicate clearly the kind and quality of experiences that the staff feels are important in the lives of youth. Consequently, it will be important to see whether the curriculum is static, or whether modifications are made to meet the needs of boys and girls of today. Of course, the modifications will need to be appraised, for there is no virtue in change per se. The answers to certain questions provide a helpful analysis of staff relationships in this area:

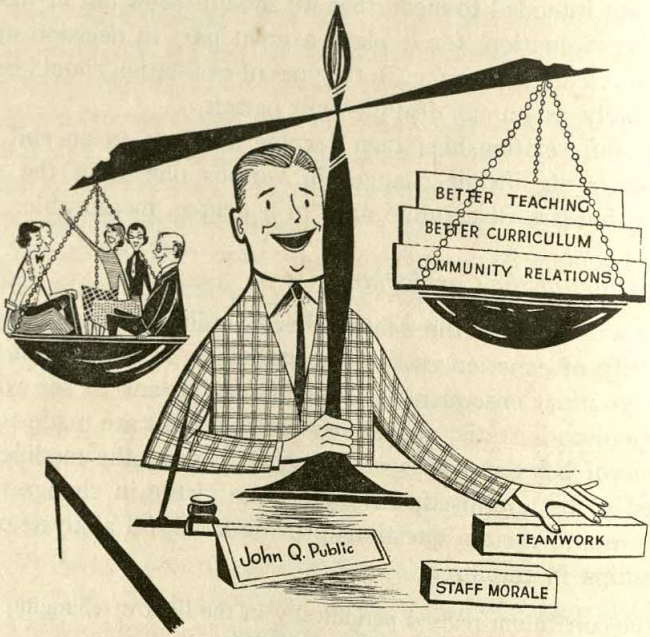
- Is the curriculum revised periodically in the light of changing needs?
- How frequently are such revisions made?

- Is there a continuous process of study and planning?
- Does the community have any part in this process?
- Do pupils have an opportunity to express themselves?
- What is the amount and quality of staff participation?
- Do staff members exercise initiative and creative ability?
- Is there freedom of communication within the staff and between the staff and community?

This process can be carried a step further by relating the changes in the curriculum to the quality of instruction that boys and girls are receiving in the classroom.

Improved Instruction

How good is the instructional program? Is it improving? Classroom teachers, pupils, parents, and businessmen will all have opinions on this important subject, and these opinions cannot wisely be ignored. They may be based on objective as well as subjective data. The classroom teacher may base his opinion on the quality of his present class, and he may have the results of tests to substantiate his opinion. Objective data should be used as effectively as possible



to substantiate or to change subjective evaluations. The quality of performance in arithmetic is related to the quality of teaching, which in turn is usually related to staff relationships. Consequently, objective test scores in arithmetic and job performance afford examples of measures usually considered valid.

The area of instruction should be carefully appraised, for the effects of good or bad staff relationships will be readily discernible. Conferences with teachers, pupils, and parents can reveal much concerning the instructional program, but at times they may be even more revealing of human relationships. Every administrator should try to find out what his staff really thinks of him just as each teacher should try to know the attitude of his class. This knowledge may not always be comforting, but it is usually excellent medicine for a bad case of complacency.

It is important to determine whether there is a feeling of group belongingness and understanding on the part of administrators, teachers, pupils, and parents. Since the school exists for teaching and learning, the effects of staff relations in this area are quite significant.

High Staff Morale

High morale is that elusive quality in individual and group action that sets the stage for doing the seemingly impossible. The absence of this quality causes an otherwise good individual or organization to flounder when the going becomes a little difficult.

Morale is always related to the individual's concept of the importance of the job to be done. Evidence of high or low morale will be found in practically all activities.

Better School-Community Relations

The attitude of the community toward its schools usually does not vary a great deal from that of staff members, especially if staff members are properly informed and are involved in making important decisions. An enthusiastic classroom teacher who has a sense of responsibility for the school program, a well-adjusted pupil who is making excellent progress, and a custodian who feels his job is important—all experience a strong compulsion to tell the community how they feel. The community then judges the school in part thru the eyes of those who are directly connected with it.

Another test of staff relationships, to be applied first to the school-board and administration, is the desire to listen to what the community has to say. Criticisms can be accepted graciously and acted upon promptly and wisely. The staff that has a sense of unity and purpose of its own will usually be more eager to involve the community in reaching important decisions. Here again staff participation in the community, freedom of communication, flexibility of organization, and individual initiative reveal a telling story about the effects of good staff relationships.

Individual Growth

Staff relationships may be evaluated from another point of view. Are they contributing to the observable and measurable growth of persons? An intangible consciousness called "spirit" characterizes a group where individual members are growing personally as they seek better ways of doing things. Identifiable indexes of progress are usually present also in such situations. Leaders will emerge from such a program and will move into positions of greater responsibility. A greater number of persons will be working more effectively on committees and in school and community organizations. Growth takes place in individuals, and the development of a program simply reflects this growth of persons.

An improved quality of leadership represents the hope and promise of better relationships. The important consideration for our purpose here is that within a given school system proper provision be made for developing leadership all along the line. This concern does not refer only to identifying and developing persons to become principals, supervisors, and superintendents, important as that part of the program is. Expertness must be encouraged and used wherever it is found. The good leader in a democracy must be more of a coordinator than a soloist; it is more important to recognize the leadership qualities of others than to dramatize one's own. This is an important consideration in building good staff relationships and in securing effective action. The following quotation emphasizes this point of view:

> By delegating responsibility to subordinates, superiors not only *get the job done,* but at the same time they give the subordinate a chance to learn by doing. This expands his opportunity, helps complicate his life in a healthy way, and provides a satisfying personal experience. More execu-

tives are realizing that it is not the number of decisions they make that determines their success, but rather the number of actions of others that they approve.[2]

Evaluating Quality and Quantity

This section deals with some of the practices and conditions that usually accompany a good program. No attempt is made to catalog all the good practices that a comprehensive survey might reveal, but a few examples are cited for those schools that may wish to look critically at themselves. In such an analysis, there will also be certain observable conditions that are classifiable neither as practices nor as end results. Perhaps the term "intermediate results" will satisfactorily describe such conditions.

For example, one school system discusses the school budget with representatives of all school employee groups, who in turn are encouraged to take vital budget information back to all employees. This practice is good because some employees are known to explain certain aspects of the budget to other people in the community, and better understanding results. Other employees express confidence in the schoolboard and administration because they are kept informed on budgetary matters. This practice, then, contributes to higher morale, but even high morale is not an end in itself except for what it does for the good of others. The result in this case must be measured in terms of what happens to boys and girls. If this practice helps to secure more adequate financial support for the employment of better teachers, it has contributed to another intermediate result. The final result will be better trained, more capable youth.

Positive Practices

Much of the evaluation of good staff relationships must concern itself with the presence of good practices and conditions, because the ultimate effect of such practices upon boys and girls may never be fully or completely known. Such an evaluation, then, may look for the number of good practices and attempt to appraise their quality in relation to the conditions that they seem to produce. Or, perhaps, a better procedure would be to look for those conditions or intermediate results that are usually present where good

[2] Learned, Edmund P. "Thinking Ahead." *Harvard Business Review* 29: 134; July 1951.

staff relationships exist, and then look for the practices that contribute to the conditions.

Morale has come to be regarded as the prime requisite for an efficient and effective organization in education as well as in business.

In an army, a school system, or an industrial plant, there is no substitute for morale. The main difference between men and machines is that the productivity of a man is determined very largely by the way he feels about his job and the other employees with whom he works, and by his attitude toward the company that employs him. There is an old saying that loyalty has no price. One can hire "hands" but the "hands" are of little value if the man who owns them feels that he is not being treated fairly by the management.

The very use of the term "hands" in referring to employees (commonly encountered a few years ago and still prevalent in rural areas) reflects a mistaken viewpoint by management, as a man's hands alone are never hired. The whole man is always hired, and the whole man brings to work a good many things besides his hands. He brings the effects of too many or too few spankings as a child; of whether he won or lost in last night's card game; of whether his wife sent him to work with a scolding or a kiss; of whether or not the company "docked" his wages when he was home last week with a sick child. Such things as these are of vital importance in determining an employee's real value to a company. And such things as these, considered together for the whole working force, determine the morale of an industrial plant.[3]

Good morale and desirable attitudes do not develop by accident, and low morale and poor attitudes also have their contributory causes. Various studies indicate that there are certain common elements present where morale is high, and the number and the quality of the elements bear directly on good staff relationships. For example, employees think that their jobs are important. This condition results from desirable practices, including discussion with top personnel of individual job relationships to the total educational program. Individuals or their representatives are given an opportunity to explain their jobs to their associates; for example, the custodian explains to the school faculty what is involved in cleaning the building.

These practices also contribute to teamwork and mutual helpfulness. For example, the maids may point out that they would have more time for dusting if the teachers would see that pupils do not leave paper on the floor.

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[3] Tiffin, Joseph. *Industrial Psychology*. Third edition. New York: Prentice-Hall, 1952. p. 456.

Evidence of good communication may be found in employee comments expressing a knowledge and understanding of certain changes affecting working conditions. Further study may show that several of the changes were proposed by employees thru a suggestion box or some other means. Perhaps the proposed changes were further discussed in the administrative council and employee group meetings. Written copies of the proposals were sent to all employees affected. Employees then participated in the decision thru recommendations sent by their representatives to the schoolboard thru the superintendent of schools.

The quality of staff relationships is also reflected in the attitudes of the staff toward the community, and vice versa. Consequently, the evaluator should look for evidence of cooperation in seeking solutions to important problems. Do the schools use radio, television, and newspapers to interpret their programs to the public? Do classroom teachers explain to parents what they are doing and why? Is there an active PTA or other parent-teacher group in the school? Do citizens visit the schools; and do teachers visit business, industry, and other community enterprises?

Does the administration keep the staff informed to the point that individual members can and will take important information to the community? Think of the possibilities if the schools were ever to use even reasonably well their contacts with the community thru employees and pupils! Whether or not staff members feel any responsibility to carry thru on this opportunity will be a good measure of their sense of belonging to the total organization.

Are pupils informed and encouraged by classroom teachers to take part in the interpretive job between school and community? Parents are likely to see the school and the teachers thru the eyes of their children. Does the school use the strategic position of the pupils and permit them to participate in planning that affects both school and community?

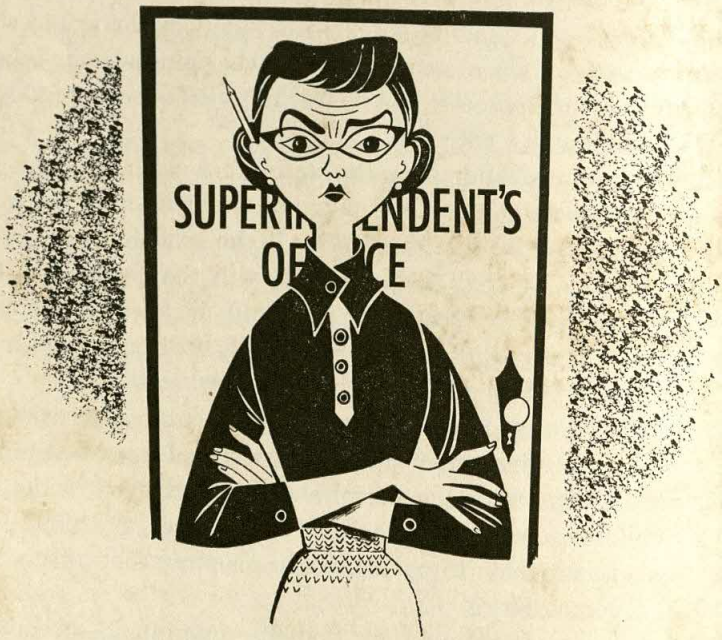
Such are some of the questions that the superintendent may ask as he looks at this important area.

Negative Aspects

The quality of relationships and the reasons therefor will sometimes appear in bolder outline as the result of identifying pitfalls

that may have retarded the development of a good program. Therefore, it may prove helpful to take a look at the negative aspects of staff relationships and attempt to point out a few practices that tend to prevent or destroy good relationships.

One of the most destructive of these negative practices is the development of a "closed door" policy—the practice of some administrators of being hard to see. As a result, people feel that decisions are made behind closed doors without considering all the facts. An employee or a citizen who is aggrieved has the right to be heard by the superintendent. Channels to the schoolboard must also be kept open so that employees and the public feel that they can and will be heard if their problems cannot be resolved otherwise. Failure to supply essential information to staff members can prove fatal to a good program.



Laissez-faire methods whereby neither the administrator nor members of the employees organization show concern about the individual usually lead to low morale and high turnover. On the other hand, it is possible to go to the other extreme—to the point that the individual wishes more than anything else to be let alone.

Promising too much and raising false hopes should be carefully avoided. This practice can be just as harmful as evading issues.

The superintendent should avoid playing favorites and having pets who are privileged persons because of the favored positions they hold.

Creating a new job without defining the duties and responsibilities puts the individual filling it in a difficult position and tends to make his associates suspicious and resentful of his activities.

A program to promote good staff relations must be planned; it is not the result of chance or accident. Failure to provide top administrative supervision usually results in a poor program. Mechanistic devices of personnel administration at best are poor substitutes for a good program of human relationships. Sometimes the person in authority makes the decision because he feels, or others expect, that the decision should be made by the person in authority.

These practices do not constitute an exhaustive list; they are only suggestive of negative practices. All factors mentioned depend on the quality of human relationships.

Technics of Evaluating Staff Relationships

To determine the quality of human relationships within an organization, appraisal should be both conscious and continuous. At times a well-planned intensive appraisal is desirable. In any event, the purpose of such appraisals must be not only to secure accurate information, but also to stimulate a better quality of relationships.

Opinion Surveys

Opinion surveys are often used to gain from staff members, pupils, and community their impressions of the quality and quantity of staff relationships. Certainly the opinions of the schoolboard should be considered in any type of appraisal. It is important for the staff to know what the schoolboard thinks and for the schoolboard to know what the community thinks on this important subject.

To secure objective data, consideration can be given to such factors as absenteeism, tardiness, participation in volunteer activities, cases of disciplinary action, employee turnover, grievances, and employee statements reflecting attitudes and giving causes for attitudes reflected.

Business and industry have made rather extensive use of attitude and morale scales. Altho much of this type of evidence must be considered subjective, an attempt has been made to weight some of these opinions in order to establish a degree of validity and reliability.

A good example of an opinion survey is the Science Research Associates' *SRA Educators Opinion Inventory*.[4] The first page of the five-page booklet is given here as a sample. All statements can be marked "Agree", "?", or "Disagree." There is also an answer booklet which simply requires the checking of the desired answer.

1. I think my work load is about right for me
2. The condition of the building and grounds here makes this a pleasant place to work
3. In general, I'm satisfied with the textbooks in our classes
4. New curriculum materials tend to "sit on the shelf" instead of being used in the classroom
5. I am satisfied with the way salary matters are handled here
6. I think I understand all of the provisions for retirement
7. Most of my fellow workers are quite friendly
8. My immediate superior has usually been as fair as possible in his dealings with me
9. My immediate superior seldom gives us credit and praise for work well done
10. The superintendents and their assistants are not very interested in our welfare
11. The superintendents and their assistants tend to ignore our suggestions and complaints
12. The Board Members should rely more on the professional staff
13. My immediate superior does his best to get us the professional help we need
14. We have far too many classroom interruptions
15. The administration keeps us informed about school plans and developments
16. The administration does a poor job of handling complaints and suggestions
17. The citizens in this community are generally glad to give time and energy in order to help the school program
18. I am often bothered by unexpected extra assignments
19. I believe the present grievances or adjustment procedure gives a person a fair opportunity to get a problem settled
20. I'm convinced that my work is really worth while
21. I have little opportunity to use my own judgment in my work
22. In general, the over-all curriculum in this school is on the "right track"

[4] Science Research Associates. *SRA Educators Opinion Inventory*. Chicago: Science Research Associates (57 W. Grand Ave.), 1953. 5 p.

23. The longer you work for this school system the more you feel you belong
24. Classroom teachers can get enough outside help on their remedial problems
25. There is plenty of opportunity for professional growth in this school system
26. The people who get promotions in this school system usually deserve them.

Sharma of the Midwest Administration Center, University of Chicago, uses a somewhat different approach in a questionnaire designed to sample classroom teacher opinion on staff relations.[5] This eight-page inquiry provides a list of school activities that require decision making and asks the teacher to identify the persons or agencies in the school system who make the decisions. The respondent is also asked to report the persons and agencies who he thinks *should* make various types of decisions. Separate space is provided for the respondent to indicate the degree to which he *is* or *is not* satisfied with various conditions and practices in his school system.

Staff Evaluation

Because of the stimulating effects of self-evaluation, this form of appraisal should be used continuously. The procedures employed may range from individual checklists on human relations to planned staff evaluations involving a variety of instruments and technics.

The comprehensive evaluation should start with staff appraisal and may then extend to the use of outside resources. Many self-evaluation methods now in use are subjective altho there is an increasing effort to secure objective or semiobjective data. Such a plan may start with an attempt of the staff to evaluate itself thru the use of checklists, morale-measuring instruments, anecdotal records, case studies, and study groups. The staff may even try to document case studies to the point that it actually secures factual evidence.

Such a planned study sometimes includes outside help from an outstanding leader in this field. Another procedure often followed is to invite a committee of professional or lay people to evaluate and to expand the staff evaluations.

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[5] Midwest Administration Center, University of Chicago, 5835 Kimbark Avenue, Chicago 37, Illinois.

The most important factor in such evaluation is an earnest desire on the part of both administrators and staff to improve staff relationships. A willingness to look at ourselves as honestly as we can is an essential ingredient of a successful program. The following suggested questions are designed to help the superintendent and others do just that:

Self-Evaluation Questions for Administrators

1. Does every employee feel that he is doing an important job?
2. Do staff members feel free to make suggestions?
3. Is good work recognized and commended by the administration?
4. Are staff assignments realistic and made in a manner that encourages initiative and originality?
5. Do employees feel that the administration is interested in their social and recreational needs?
6. Do administrators provide opportunity for classroom teachers to discuss their grievances freely with them?
7. Does the administration give adequate attention to the health and welfare of its staff?
8. Do staff members feel that the administration is trying to protect their interests and to improve their status?
9. Does the administration consider the time element in scheduling meetings and making assignments?
10. Are mistakes pointed out in a tactful manner?
11. If it becomes necessary to dismiss an employee, is the problem faced squarely?
12. Are changes in policies and plans carefully explained to all employees?
13. Do employees feel that the administration has faith and confidence in their ability to do assigned jobs?
14. Do employees feel that the administration in performing its duties lives by the same rules that they do?
15. Is there evidence of adaptability?
16. Is there evidence of staff teamwork and cooperation?
17. Do employees have an opportunity to participate in formulating plans and policies that affect them?
18. Are staff members given the means by which they can appraise the success or failure of their own activity?
19. Does the administrative organization operate in such a manner that staff members know each other?
20. Does the administration use expertness where it can be found within the organization?
21. Are jobs and responsibilities clearly defined so that individual employees know what is expected of them?
22. Is vital information shared with the staff in reaching group decisions?
23. Does a reasonable number of suggestions flow from the employees to the superintendent and the administrative staff?

24. Are new employees adequately briefed on the nature of the job and on the expectations of the school system, and given the necessary help to insure success?
25. Are employees kept informed on general matters affecting the schools?
26. Do staff members have enough opportunities to experience success with the resulting stimulating effects?
27. Do staff members recognize and try to measure up to the expectations of the school system?
28. Is there evidence of mutual respect between staff members in their relationships with one another?
29. Do teachers feel free to teach?
30. Do teachers and other employees feel free to exercise initiative in the use of their creative talents?
31. Do employees feel reasonably secure in their jobs?
32. Do employees feel that it is their school system?
33. Are employees enthusiastic about their jobs?
34. Do employees feel that the administration is fair?
35. Do employees have confidence and faith in the leadership and integrity of the administration?

The reader will find additional suggestions on how to evaluate group work in Chapter 4.

Appraisal of Superintendent's Leadership

School administrators must maintain vision and balance, an attainment which will require strength of character and devotion to duty based on high moral principles and deep spiritual values. This means that the superintendent must free himself from the "kitchen detail" for a part of the time. Otherwise, he will not find time to think creatively or to plan with vision and balance. His chief contribution will grow out of his ability to lead others into a greater understanding of how people can live and work together more effectively.

Victor Hugo once said that the most powerful force in the world is an idea whose time has come. The time has come when a program of human relationships may give education the power it needs to play its part in helping man to control himself. The great challenge that faces the school administrator is to build the best possible relationships with the staff—relationships which will release the great creative power that a good staff can generate. When this challenge is effectively met, education will be bringing to bear the full force of its potentialities upon society.

OUTLINE OF CHAPTER 11

Which Response?

Characteristics of the Chosen Response

Its Limitations

Its Promise

Two Opportunities

CHAPTER 11

Response to a Challenge

THE 1955 Yearbook Commission has attempted, by definition and example, to apply to working relationships within the school staff the knowledge now available in the field of human relations. Members of a school staff are exceptionally well equipped by training and experience to live and to work by such knowledge. But in attempting to do so, they face a great challenge—the challenge to prove to themselves, to their communities, and possibly to the world that groups of people can devise and use increasingly effective ways of living and working together.

These ways, tho they be different or new, are actually the partial and gradual fulfilment of some of mankind's cherished, age-old hopes and dreams. Philosophers have tried to substitute thought and reason for blind, impetuous action in man's dealings with his fellow man. Great men of religion have enthroned the human power of love and dethroned the power of indifference, of harm, or of destruction. Students of government have tried to abolish the low estate of the many by proclaiming the basic virtues of liberty, equality, and brotherhood in governmental relationships.

Most efforts of the past have placed major emphasis on principles, systems of thought, or articles of belief. These are important. But equally important are the means which enable these principles, systems, or articles to operate from day to day, from person to person, and from group to group.

Much study has been given to the means by which principles of human relationships can be translated into practice. The knowledge resulting from such study is of sufficient quantity today to provide useful guides to those who seek it. The search for and application of the knowledge, however, is neither simple, rapid, nor universal. Educators, as stated previously, are in a position to take the lead. A school staff contains the major elements of community

life. The principles and practices which apply to human relations in any community of people apply also to the school group.

The challenge of providing leadership in demonstrating that organizations and societies of people can devise increasingly effective ways of working and living together faces the teachers of America. How the educators of America will respond to this challenge is a critical question. The remainder of this chapter will discuss the kind of response most likely to meet this challenge, its fundamental characteristics, its limitations or problems needing further study, its promise, and finally the opportunities inherent in the challenge.

Which Response?

Success in meeting a challenge is determined by the adequacy of the response. Arnold Toynbee has explained the rise and fall of civilizations according to this premise, and it appears to apply to all aspects of life including the working relationships of a school staff.

Which organizational plan for schools, based on available knowledge of human relationships, appears to have promise as an adequate response to the challenge?

Historically, three major types of responses have been made in American education. These are described more fully in Chapter 1 and are restated briefly here in a somewhat different manner.

The first and a fairly common response establishes working relationships on the premise that many are called to do but few are called to know. The administrator is the one who knows, and his expectation is that the rest of the staff will "do as I say." Decisions are made on virtually all matters by the board of education or the administration without participation of the staff.

The second response, as a reaction to the first, establishes the premise that an organization solves its problems well and functions best if full dependence is placed on the belief that all members are equal in ability, knowledge, and interest. Each individual is free to make his own decisions on most matters.

The third response places reliance on the premise that the purposes of an organization are best served thru the cooperative efforts of its members. The unique abilities of individuals and the various roles of leadership, followership, and cooperation are defined; the

ground rules for operation are established by the members and understood by them; and staff members participate in making many decisions.

The members of the Yearbook Commission agreed completely on the third response as the most adequate. It is interesting that their agreement was based on individual school experiences gained in various parts of the country—from Virginia to California, Connecticut to New Mexico. Their choice of the third response is supported by evidence found in reports of personnel management studies made in industry. Noteworthy among these is the report edited by Hoslett.[1] There appears to be justification for saying that "coming events cast their shadows before" and that the accumulated research, experience, and practice in cooperative action may well be the shadows which presage the third response as the prevailing pattern.

Characteristics of the Chosen Response

Research in industry and in social psychology has revealed a number of characteristics of cooperative action which are basic to its success. They are listed and described sketchily in the following short paragraphs.

The known principles of good human relations must operate thruout the school system from the board of education to the pupils. These principles are virtually the ones by which able teachers establish good working relationships with children, i.e., consideration of individual differences; establishment of common purposes; use of uniqueness of individuals' abilities in the accomplishment of purposes; group evaluation of results; recognition of the importance of the fundamental wishes for security, love, and recognition; understanding and use of psychological principles of motivation, level of challenge, level of aspiration, and law of effect.

The genuineness of the attitude with which cooperation or teamwork is practiced is of critical importance. If the administrator uses cooperative organization merely as a front, the fact that his acts belie his words is eventually evident. If the staff uses cooperative action to wield group power unwisely or as a tool to circumvent the

[1] Hoslett, Schuyler Dean, editor. *Human Factors in Management.* Revised edition. New York: Harper and Brothers, 1951. 327 p.

administrator, the process also suffers. The desire on the part of the entire staff to recognize the rights of others and to see problems thru each other's eyes is essential to successful cooperative action.

Habits of thought are a third important factor. The familiar pattern of thought which labels as unreasonable any person with whom there is disagreement must be replaced by one which does not associate disagreement with feelings of hatred or malice. The administrator accustomed to quick, solo decisions must acquire the habit of living with a slower process of decision making on some problems. Some administrators must develop a different habit of interpreting patterns of individual behavior; for instance, they may discover that apparent laziness on the part of a staff member is really a symptom of lack of training, fear, face saving, or lack of physical vitality.

A fourth factor concerns the type of reaction to failure and sources of irritation. Failure and irritation must be regarded by all staff members as problems to be solved and not as prompters to faultfinding and childish recrimination.

Stress is placed on the desirability of getting people to want to do things rather than to fear not to do them. The clear understanding of goals to be attained and the individual's contribution toward attainment are important as motivating factors.

The need for channels thru which grievances and irritations may be aired is essential. Unreleased pressures and emotional tensions can be fatal to the success of the cooperative working arrangements.

The recognition and acceptance of cliques, stars, isolates, and group splits as parts of any social organization are also necessary. These phenomena of social behavior sometimes can be made to contribute effectively to the ends and goals of the total organization if their energy is channelled toward the accomplishment of common goals.

Consideration of individuals' feelings, drives, frustrations, and levels of aspiration, can be achieved, not so much thru advice or reassurances but rather thru opportunities which allow them to think thru their own problems. People need someone, preferably not in a supervisory relationship, to whom they can unburden themselves of their difficulties.

All staff members can save themselves much needless effort and frustration if they realize that logic and argument do not necessarily

change attitudes. Facts and data, if used to prove someone to be in error, seldom change that person's opinion. Industrial experience has shown how attitudes are changed thru job satisfaction, considerate treatment, opportunity to express dissatisfactions, and opportunity to acquire a feeling of belonging thru participation in work on policy and decisions.

Because of the public nature of school operation, the cooperative pattern, if in effect, should be understood by the community. The reasons for the pattern and the alternatives to it are important in this connection.

A final factor of great importance to the success of cooperative administration is the belief in people on the part of the entire staff and especially of the administrators. A conviction that, given the right situation, most people will prove to be dependable and trustworthy is an important part of the philosophy which guides the staff.

Its Limitations

Cooperative administration cannot be considered a rose-strewn path entirely without thorns. It raises some difficult problems and some of the most common will be mentioned.

What happens to the status leader when problems, once within the power of his decision, are decided thru group action? Does he become a figurehead? Do staff members usurp his powers and responsibilities? What new skills are required of him under cooperative administration?

Does a group abuse the privilege and responsibility of making decisions more readily than an individual?

When a premium is placed on the uniqueness of individual ability and the full use of ability where found, does it create an aristocracy of the able with lower classes of varying degrees of status?

Since decision making becomes decentralized, how can sound decisions be assured?

How can the necessary communication and coordination be attained when many people are involved in planning purposes, methods, and evaluation for the total enterprise?

When an administrator is given a specific responsibility by law, can he delegate decision-making power to others and still fulfil his legal responsibility?

These are some of the difficult questions which need further research and study. Their presence here does not detract from the promise of cooperative administration as discussed in the next section of this chapter.

Its Promise

Cooperative administration, in spite of present limitations, has already yielded evidence of its preferential worth, and such evidence is described in other chapters of this yearbook. This section of the chapter will deal with some of the promises either fulfilled or visualized for the future.

Cooperative administration tends to improve the quality, the implementation, and the staying power of decisions. Quality is improved thru the pooling and sharing of knowledge in arriving at a decision. The implementation of top-level decisions has always been a difficult problem in education and industry since the need for a decision is seldom understood without a study of the factors involved. Without such understanding the decision becomes inoperative since staff members either find devices for its nullification or gradually disregard it. Executives in industry are frequently annoyed when decisions they make apparently evaporate. The involvement of employees in industry and of staff members in schools has frequently led to a decided improvement in the decision-making process.

Experience in industry with cooperative management or multiple management has given definite proof of increased efficiency. The evidence is found in reports similar to that made by Hoslett.[2] Similar improvement in the quality of school operation can be expected from cooperative administration since the wastes resulting from needless irritation and strife and loss of human potential and human satisfactions can be minimized.

Another promise is found in the benefits which come from an administrative organization which recognizes the worth of greater freedom all along the line. Classroom teachers have been regarded too long as birds in an ungilded cage. Altho they had the power to fly, the structured bars of administrative organization allowed only

[2] *Ibid.*, p. 269-70.

a fluttering of wings. Cooperative administration can mean the removal of the bars with gains in teacher initiative and inventiveness.

Developments in our culture during recent decades have stimulated working people's wants. Everywhere people's hopes and desires seem to outrun the means for their gratification. The result is a restless striving for change. Education also reflects this restless striving which will not be denied expression in some form or other. Cooperative administration provides a means for expression and also a channel for directed change.

Finally, school organization which involves many people in its planning and operation has the promise of unifying life on the job with some of the basic traditions of American life. America's political democracy is based on such concepts as the worth of each individual, the right of the governed to determine the form of their government, freedom to express wrongs and grievances, and freedom to exercise judgment within the framework of laws and restrictions necessary for group welfare. In political life most American citizens have been regarded as individuals possessing some degree of mature judgment. The nature of industrial and school organization, until recently, denied employees the rights and regard granted them in political life. Cooperative administration removes this denial and by so doing unifies the method of school organization and operation with some basic tenets of American life.

Two Opportunities

The educators of America have been striving for many years to secure professional recognition. Most of their effort, up to this point, has taken the form of talking or editorializing themselves into professional status. An opportunity is presenting itself for teachers to reach their objective by doing instead of by talking.

Most American educators are classroom teachers. Cooperative administration implies that the teacher possess a sound body of professional knowledge, have opportunity to exercise initiative and judgment in the use of that knowledge, and carry voluntarily the responsibility resulting from the exercise of initiative and judgment. A nation of schools staffed predominantly by teachers in possession of these qualities holds real promise for the achievement of professional recognition for all educators.

The second opportunity arises out of the current world crisis. The world is most certainly confronted with complex and critical problems, and just as certainly these problems must be solved by people. Man sometimes rises to the challenge of a crisis and in doing so achieves great thoughts and deeds. This is the time for the educators of America to arise in the face of world crisis to demonstrate thru their own example how an organization, a society, or a civilization can resolve its differences and solve its problems.

The guidelines are present. This yearbook has attempted to describe and illustrate them. In doing so, the authors have not been without a goal. That goal has been specifically the search for information and practices on how a school staff may work together to free the full power and potential of each of its members.

Beyond this goal lies an even broader purpose. So far as man knows, there is no other planet, no other world on which the precious gift of life has appeared. But here, among us, exists the remarkable phenomenon of life in its many and varied forms. And the highest form of life is found in human beings like those who live and work with us from day to day. They can do much more than merely move in search of nurture or shelter. They think, dream, love, plan, build, and magnify their power thru development of their own individual resources and thru cooperative and united action. How to make the most of the precious gift of human life is the broader purpose.

Accomplishment of this purpose can be furthered by using research as grist for the mill of invention in actual school situations. The productive capacity and power of individuals and groups, and the potential people have for effective living, are used only in part in most schools. Fortunately some research findings are available, and additional research is under way, which indicates how the potential of people for effective work and successful living may be more fully realized. To see research and its application as a cold, pedantic procedure aimed only at improving schools represents progress. But such progress has blinders which limit vision to the narrow road ahead. To see applied research as an opportunity for staff members to experience the joy and satisfaction of making the most of life's opportunities for useful and exciting living removes the blinders.

All people reach hard for self-realization until the cruel buffetings of experience lead to discouragement and loss of faith in them-

selves. The loss is greater than may readily be apparent since a beaten person is not only a loss to himself but also a loss to the groups in which he has membership. The cooperative pattern of administration has in it the power to help staff members achieve and maintain self-realization. School staff relationships in this pattern recognize the truth that no man is an island and that the individual alone cannot fulfil his life's purposes. This fundamental truth is well expressed by Albert Schweitzer who described the keystone of the structure of his remarkable life as follows:

> The important thing is that we are part of life. We are born of other lives; we possess the capacities to bring still other lives into existence. In the same way, if we look into a microscope we see cell producing cell. So nature compels us to recognize the fact of mutual dependence, each life necessarily helping the other lives which are linked to it. In the very fibers of our being, we bear within ourselves the fact of the solidarity of life. Our recognition of it expands with thought. Seeing its presence in ourselves, we realize how closely we are linked with others of our kind. We might like to stop here, but we cannot. Life demands that we see through to the solidarity of all life which we can in any degree recognize as having some similarity to the life that is in us.[3]

[3] Schweitzer, Albert. "The Ethics of Reverence for Life." *Christendom* (now incorporated in the *Ecumenical Review*) 1: 225-29; Winter 1936.

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Trenholm, H. Councill, A.B.'20, Morehouse Col.; Ph.B.'21, A.M.'25, Univ. of Chicago; LL.D., Allen Univ.; Pres., Ala. State Col. for Negroes, Montgomery, Ala., since 1925.

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Bendixen, John H., A.B.'35, Ariz. State Tchrs. Col., Flagstaff; Supt. of Elem. Sch., Casa Grande, Ariz., since 1944.

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Clark, James J., M.S. in Ed.'37, Univ. of Southern Calif.; Supt. of Osborn Sch., Phoenix, Ariz., since 1946.

Coor, L. F., M.A.'46, Colo. State Col. of Educ.; Prin. of Avondale Sch., Avondale, Ariz., since 1936.

Cromer, Sturgeon, A.B.'32, Ariz. State Col., Flagstaff; M.A.'40, Univ. of Ariz.; Supt. of Sch., Flagstaff, Ariz., since 1947.

Curtis, Loren S., A.B.'32, M.A.'37, Univ. of Ariz.; Supt. of H.S., Casa Grande, Ariz., since 1948.

Dingess, L. C., Asst. Supt. of Sch. in chg. of Bus. Affairs, Yuma H. S., Yuma, Ariz.

Donaldson, Marion, A.B.'35, Ariz. State Col., Tempe; M.S.'42, Univ. of Southern Calif.; Supt. of Amphitheater Pub. Sch., Tucson, Ariz., since 1951.

Dyer, Kenneth, B.A.'32, Ariz. State Col.; Supt., Elem. Sch., Tolleson, Ariz., since 1942.

Eastburn, Lacey A., Ed.D.'36, Stanford Univ.; Pres., Ariz. State Col., Flagstaff, Ariz., since 1947.

Fairbanks, Joseph Harrison, B.S.'21, Univ. of Del.; M.S.'35, Univ. of Southern Calif.; Dist. Supt. of Sch., Morenci, Ariz., since 1939.

Folsom, Sarah Blanton, A.B.'36, Judson Col.; M.A.'41, Ala. Polytech. Inst.; Yavapai Co. Supt. of Sch., Prescott, Ariz., since 1953.

Gammage, Grady, B.A.'16. M.A.'22, LL.D. '27, Univ. of Ariz.; Ed.D.'40, New York Univ.; Pres., Ariz. State Col., Tempe, Ariz., since 1933.

Garretson, Oliver K., A.B.'18, Univ. of Okla.; A.M.'26, Univ. of Texas; Ph.D. '29, Columbia Univ.; Dean, Col. of Educ., Univ. of Ariz., Tucson, Ariz., since 1950.

Gear, Harold L., A.B., B.S. in Ed.'34, Kent State Univ. (Ohio); M.A.'37, Ohio State Univ.; Ed.D.'50, Harvard Univ.; Supt. of Union High Schs. and Col. System, Phoenix, Ariz., since 1953.

Guitteau, Paul E., M.A.'37, Univ. of Ariz.; Pres., Eastern Ariz. Jr. Col., Thatcher, Ariz.

Hall, Chester A., B.S.'26, Southwest Mo. State Tchrs. Col.; M.A.'34, Univ. of Ariz.; Supt. of Sch., Bisbee, Ariz., since 1942.

Harkins, Clifton L., B.A.'32, Ariz. State Col., Flagstaff; M.A.'51, Ariz. State Col., Tempe; Supt. of Sch. Dist. 38, Madison Elem. Sch., Phoenix, Ariz., since 1949.

Herrera, John K., Supt., Tolleson Union H. S., Tolleson, Ariz., since 1952.

Hickerson, Carl W., B.S.'26, Southwestern State Tchrs. Col. (Okla.); M.A.'37, Univ. of Ariz.; Co. Supt. of Sch., Prescott, Ariz., 1933-51. Address: Box 1752, Prescott, Ariz.

Hostetler, Ivan P., B.S. in Ed.'19, Kansas State Tchrs. Col., Emporia; M.A. in Ed. '26, Stanford Univ.; Supt. of Lower Miami and Inspiration Pub. Sch., Miami, Ariz., since 1934.

Jenkin, Ronald, A.B.'39, M.A.'41, Ariz. State Col., Tempe; Supt. of Sch., Peoria, Ariz., since 1952.

Jones, James Joseph, B.S.Ed.'46, M.Ed. '49, Univ. of Ga.; Ed.D.'52, Ind. Univ.; Asst. Prof. of Educ., Ariz. State Col., Tempe, Ariz., since 1952.

Joy, O. B., B.A.'39, M.A.'46, Ariz. State Col., Flagstaff; Supt. of Sch., Kingman, Ariz., since 1953.

Judd, Abia W., A.B.'36, Ariz. State Col.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Prescott, Ariz., since 1951.

McDonald, Lewis J., A.B.'31, M.A.'41, Ariz. State Col., Flagstaff; Dir. of Field Relations and Asst. Prof. of Educ., Ariz. State Col., Flagstaff, Ariz., since 1952.

McGrath, Guy Dean, Ph.D.'46, Univ. of Colo.; Dean, Sch. of Educ., Ariz. State Col., Tempe, Ariz., since 1950.

McKemy, Harvey M., A.B.'30, Univ. of Ariz.; M.S.'34, Univ. of Southern Calif.; Supt. of Sch., Tempe, Ariz., since 1934.

*Menke, Robert F., B.S. in Ed.'42, Wis. State Tchrs. Col., Oshkosh; M.A.'45, Ph.D.'51, Northwestern Univ.; Dir. of Placement, and Prof. of Educ., Ariz. State Col., Tempe, Ariz., since 1947.

Moore, Ross Patrick, A.B.'47, Univ. of Calif., Los Angeles; M.S. in Ed.'49, Univ. of Southern Calif.; Prin., Northern Yuma Co. Union H. S., Parker, Ariz., since 1954.

Morelock, Charles E., A.B.'25, Mo. Wesleyan Col.; M.Ed.'32, Univ. of Kansas; Sch. Dir., Navajo Agency, Bureau of Indian Affairs, Window Rock, Ariz.

Morrow, Robert D., B.A.'28, George Washington Univ.; M.A.'28, Gallaudet Col.; M.A.'40, Univ. of Ariz.; Supt. of Sch., Tucson, Ariz., since 1941.

O'Brien, Mary C., Pinal Co. Supt. of Sch., Florence, Ariz.

Reece, (Mrs.) Florence Kay, A.B.'25, Univ. of Redlands (Calif.); Pima Co. Supt. of Sch., Tucson, Ariz., since 1951.

Riggs, Edwon L., A.B.'34, Ariz. State Col., Tempe; M.A.'39, Colo. State Col. of Educ.; Supt., Creighton Sch. Dist. 14, Phoenix, Ariz., since 1954.

Rogers, Lois V., M.A.'41, Ariz. State Col., Tempe; Exec. Secy., Ariz. Educ. Assn., Phoenix, Ariz., since 1954.

Shepherd, Rulon T., M.S.'34, Univ. of Southern Calif.; Supt. of Elem. Sch., Mesa, Ariz., since 1946.

Smith, Harold W., A.B.'16, East Texas State Tchrs. Sch.; M.A.'30, Univ. of Calif.; Supt. of Grammar Sch., Glendale, Ariz., since 1925.

Stone, R. O., B.S.'34, Walla Walla Col.; Supt., Ariz. Acad., Scottsdale, Ariz., since 1953.

Stout, Irving Wright, B.Ed.'36, Wis. State Col., Platteville; M.A.'43, Ed.D.'48, Northwestern Univ.; Dir. of Grad. Study, Ariz. State Col., Tempe, Ariz., since 1953.

Sullivan, William R., B.S. in Ed.'36, Univ. of Southern Calif.; M.A. in Adm.'40, Univ. of Ariz.; Supt., Murphy Elem. Sch., Phoenix, Ariz., since 1940.

Sutton, J. B., B.A.'34, Ariz. State Col., Tempe; M.A.'38, Univ. of Ariz.; Supt. of Isaac Sch., Phoenix, Ariz., since 1925.

Townsend, W. A., M.A.'39, Ariz. State Col., Flagstaff; Supt. of Santa Cruz Valley Union H.S., Eloy, Ariz., since 1948.

Traw, Sim J., A.B.'37, Southeastern State Col. (Okla.); M.A.'52, Ariz. State Col., Tempe; Supt. of Sch., Gilbert, Ariz., since 1953.

Walkup, J. Lawrence, A.B. and B.S.'36, Central Mo. State Col.; M.A.'41, Ph.D. 48, Univ. of Mo.; Dean of Instr., Ariz. State Col., Flagstaff, Ariz., since 1951.

Wimberley, W. Earl, A.B.'31, Col. of the Ozarks; M.A.'53, Ariz. State Col., Tempe; Prin., Madison Elem. Sch. 2, Phoenix, Ariz., since 1950.

Wochner, Raymond E., B.S.'34, York Col.; M.A.'40, Univ. of Nebr.; Ph.D.'47, Univ. of Wyo.; Prof. of Educ. Admin., Ariz. State Col., Tempe, Ariz., since 1952.

ARKANSAS

Ahlf, James W., B.A.'37, Ark. State Tchrs. Col.; M.S.'41, Univ. of Ark.; Supt. of Sch., Searcy, Ark., since 1953.

Allen, Roy Bartlett, A.B.'37, William Jewell Col.; M.Ed.'47, Ed.D.'48, Univ. of Mo.; Prof. of Educ., Univ. of Ark., Fayetteville, Ark., since 1949.

Bailey, Wallace, B.S.'34, M.S.'46, Univ. of Ark.; Supt. of Sch., Russellville, Ark., since 1946.

Barnett, James David, Jr., B.A.'39, Northeastern State Col. (Okla.); Supt. of Sch., Valley Springs, Ark., since 1952.

Bell, Clarence E., A.B.'34, Ouachita Col.; M.A.'40, Univ. of Ark.; Supt. of Sch., Parkin, Ark., since 1941.

Benson, George S., B.S.'25, Okla. A. and M. Col.; A.B.'26, LL.D.'30, Harding Col.; M.A.'31, Univ. of Chicago; Pres., Harding Col., Searcy, Ark., since 1936.

Black, Glenn W., B.A.'37, Ark. A. and M. Col.; M.A.'50, Univ. of Ark.; Supt. of Sch., Siloam Springs, Ark., since 1953.

Blackburn, Clifford S., B.S.Ed.'25, Univ. of Ark.; M.A.'30, Univ. of Ill.; Ph.D. '51, George Peabody Col. for Tchrs.; Supt. of Sch., North Little Rock, Ark., since 1951.

Blackmon, Don E., B.A.'37, Henderson State Tchrs. Col.; M.S.'40, Univ. of Ark.; Deputy Commr. of Educ. for Admin. Serv., State Dept. of Educ., Little Rock, Ark., since 1953.

Blossom, Virgil T., B.S.E.'30, Mo. Valley Col.; M.S.'39, Univ. of Ark.; Supt. of Sch., Little Rock, Ark., since 1953.

Brotherton, Robert H., B.S.'36, Ark. State Tchrs. Col.; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Sch., De Witt, Ark., since 1945.

*Bruce, Imon E., B.A.'32, Henderson State Tchrs. Col.; M.A.'37, La. State Univ.; Ed.D.'52, Ind. Univ.; Supt. of Sch., Hot Springs, Ark., since 1953.

Bruce, Lyal L., B.A.'35, Henderson State Tchrs. Col. (Ark.); M.A.'42, Univ. of Ark.; Supt. of Sch., Malvern, Ark., since 1953.

Burge, Marion S., B.S.E.'33, Ark. State Col.; M.E.'52, Univ. of Miss.; Supt. of Sch., Monette, Ark., since 1952.

Castleberry, G. F., B.S.'37, Ark. State Col.; M.S.'50, Univ. of Ark.; Supt. of Pub. Sch., Newport, Ark., since 1951.

Chitwood, R. B., M.S.'46, Univ. of Ark.; Supt. of Sch., Lake Village, Ark., since 1953.

Clark, John Ohmer, B.S.'32, Univ. of Ark.; M.A.'43, George Peabody Col. for Tchrs.; Supt. of Sch., McGehee, Ark., since 1947.

Coats, Earl, B.A.'46, Col. of the Ozarks; M.S.'50, Univ. of Ark.; Supt. of Sch., Alma, Ark., since 1951.

Davis, Lawrence A., A.B.'37, Agrl., Mech., and Normal Col.; A.M.'41, Univ. of Kansas; LL.D.'48, Lane Col.; Pres., Agrl., Mech., and Normal Col., Pine Bluff, Ark., since 1943.

Dunn, E. F., Supt., Pulaski Co. Special Sch. Dist., Little Rock, Ark.

Etheridge, Lonnie, Chmn., Newport Sch., Weldon, Ark.

Ferguson, W. C., Ph.D.'39, George Peabody Col. for Tchrs.; Dean, Ark. State Tchrs. Col., Conway, Ark., since 1942.

Forrest, M. D., B.A.'32, Hendrix Col.; M.A.'35, Univ. of Colo.; Supt. of Sch., Corning, Ark., since 1949.

Garrett, S. K., A.A.'23, Texas Military Col., Terrell; B.S.E.'29, M.S.'45, Univ. of Ark.; Supt. of Sch., Gurdon, Ark., since 1946.

Gibson, Hays, B.S.'29, Erskine Col.; M.S.'47, Univ. of Ark.; Supt. of Sch., Conway, Ark., since 1949.

Glenn, Austin W., B.S. in Bus.Adm.'48, Ark. State Col.; M.A. in Sch.Adm.'51, George Peabody Col. for Tchrs.; Supt. of Sch., Cave City, Ark., since 1952.

Goff, Lloyd L., A.B.'25, Ark. Col.; M.A.'36, Univ. of Mo.; Supt. of Sch., Jonesboro, Ark., since 1946.

Gray, Charles L., A.B.'47, Henderson State Tchrs. Col. (Ark.); M.S.'50, Univ. of Ark.; Supt., Harmony Grove Sch. Dist., Camden, Ark., since 1950.

Haizlip, Ralph H., B.S.E.'28, M.A.'41, Univ. of Ark.; Supt. of Sch., Paragould, Ark., since 1945.

Hazelbaker, N. D., B.S.'27, Northeastern State Col. (Okla.); M.Ed.'43, Univ. of Mo.; Ed.D.'53, Univ. of Ark.; Coordinator of Genl. Educ. and Asst. Dean, Ark. State Col., State College, Ark., since 1953.

Hull, Joseph William, M.A.'30, George Peabody Col. for Tchrs.; Pres., Ark. Polytech. Col., Russellville, Ark., since 1932.

Keaton, William Thomas, A.B.'48, Agr., Mech. and Normal Col. (Ark.); M.A.'51, Tchrs. Col., Columbia Univ.; Supt. of Howard Co. Tr. Sch. 38, Mineral Springs, Ark., since 1952.

Kelley, Everett, M.A.'51, George Peabody Col. for Tchrs.; Supt. of Sch., Van Buren, Ark., since 1951.

Kelly, J. O., M.S.'38, Univ. of Ark.; Supt. of Sch., Springdale, Ark., since 1944.

Kirksey, B. L., B.S.E.'30, Northeastern State Col.; M.S.E.'43, Univ. of Ark.; Supt. of Sch., Rogers, Ark., since 1932.

Little, Harry A., A.B.'19, LL.D.'51, Hendrix Col.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'34, Columbia Univ. Address: 3916 S. Lookout St., Little Rock, Ark.

Locke, W. M., Supt. of Sch., Texarkana, Ark., since 1942.

McCuistion, Ed T., A.B.'17, LL.D.'42, Hendrix Col.; M.A.'22, George Peabody Col. for Tchrs.; Asst. Commr. of Educ. for Instr., Little Rock, Ark., since 1954.

McGehee, J. D., B.A.'39, Bethel Col. (Tenn.); M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Lepanto, Ark., since 1950.

McKenzie, A. R., B.A.'24, M.S.'49, Univ. of Ark.; Supt. of Sch., Sheridan, Ark., since 1933.

Moore, J. D., A.B.'29, Ark. State Tchrs. Col.; M.A.'42, George Peabody Col. for Tchrs.; Dir. of Practice Tchg. and Assoc. Prof. of Educ., Ark. A. and M. Col., College Heights, Ark., since 1947.

Newman, J. Marion, A.B.'34, Ark. State Tchrs. Col.; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Pocahontas, Ark., since 1949.

Nicholson, W. B., B.S.'17, M.A.'28, George Peabody Col. for Tchrs.; Supt. of Sch. Dist. 5, Blytheville, Ark., since 1953.

Patchell, George W., B.S.E.'42, Ark. State Tchrs. Col.; M.S.'50, Univ. of Ark.; Supt. of Sch., Bentonville, Ark., since 1953.

Perrin, Basil Howard, B.A.'27, Ark. State Tchrs. Col.; M.A.'32, Univ. of Colo.; Supt. of Sch., Benton, Ark., since 1936.

Petty, Paul V., B.S. in Ed.'36, Ark. State Tchrs. Col.; M.A.'41, Duke Univ.; Ph.D.'51, Univ. of Texas; Assoc. Prof. of Educ., Univ. of Ark., Fayetteville, Ark., since 1950.

Poteet, Custer, B.S.E.'44, Ark. State Tchrs. Col.; M.S.'52, Univ. of Ark.; Conway Co. Supt. of Sch., Morrilton, Ark., since 1945.

Pyle, Hoyte R., B.S.'30, M.S.'39, Univ. of Ark.; Tchr. Retirement System of Ark., Little Rock, Ark., since 1954.

Rainwater, A. W., B.A.'30, Ark. State Tchrs. Col.; M.S.'43, Univ. of Ark.; Supt. of Sch., Walnut Ridge, Ark., since 1930.

Reng, Carl R., D.Ed.'48, Univ. of Mo.; Pres., Ark. State Col., State Col., Ark., since 1951.

Reuter, George S., Jr., B.S. in Ed.'41, M.S. in Ed.'49, Central Mo. Col.; Ed.D.'52, Univ. of Mo.; Chmn., Dept of Educ., and Co-Dir. of Research, Ark. A. and M. Col., College Heights, Ark., since 1952.

Ritchie, J. Bryan, B.A.'26, Ouachita Col.; M.A.'38, Tchrs. Col., Columbia Univ.; Nevada Co. Sch. Supvr., Prescott, Ark., since 1950.

Roelfs, Robert Max, B.S.'41, Kansas State Col. of Agr. and Applied Science; M.Ed. '48, Ed.D.'51, Univ. of Colo.; Asst. Prof. of Educ. Admin., Univ. of Ark., Fayetteville, Ark., since 1951.

Rozzell, Forrest, A.B.'31, Col. of the Ozarks; LL.B.'41, Ark. Law Sch.; M.A. '48, Univ. of Ark.; Exec. Secy., Ark. Educ. Assn., Little Rock, Ark., since 1954.

Russell, M. H., L.I.'29, Ark. Polytech. Col.; B.A.'38, Ark. A. and M. Col.; M.A. '42, Okla. A. and M. Col.; Supt. of Sch., Crossett, Ark., since 1953.

Sage, T. Raymond, B.A.'24, Hendrix Col.; M.S.'50, Univ. of Ark.; Supt. of Sch., Cotton Plant, Ark., since 1950.

Shaddock, R. H., B.S.E.'34, M.A.'37, Univ. of Ark.; Supt. of Fairview Sch., Camden, Ark., since 1939.

Shannon, Avon G., B.A.'27, Ark. Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Carlisle, Ark., since 1947.

Shuffield, Cecil Edwin, A.B.'30, Ouachita Col.; M.A.'40, George Peabody Col. for Tchrs.; Howard Co. Sch. Supvr., Nashville, Ark., since 1937.

Shultz, O. M., Jr., B.S.'35, George Peabody Col. for Tchrs.; M.A.'40, Columbia Univ.; Supt. of Hulbert-West Memphis Sch., West Memphis, Ark., since 1954.

Smith, J. Ed, Supt. of Sch., Prescott, Ark.

Smith, Milton S., A.B.'15, Ark. Col.; M.A. '39, George Peabody Col. for Tchrs.; Supt. of Sch., Forrest City, Ark., since 1919.

Smith, Robert L., B.S.'34, East Central State Col.(Okla.); M.A.'44, Univ. of Mo.; Supt. of Sch., Harrison, Ark., since 1942.

Snow, Silas D., B.A.'29, Ark. State Tchrs. Col.; M.A.'46, George Peabody Col. for Tchrs.; Pres., Ark. State Tchrs. Col., Conway, Ark., since 1953.

Stanfill, H. L., A.B.'39, Ouachita Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Osceola, Ark., since 1953.

Stubblefield, Garland A., B.S.E.'24, M.S. '31, Univ. of Ark.; Supt. of Sch., El Dorado, Ark., since 1944.

Sugg, B. A., B.S.E.'25, M.S.'35, Univ. of Ark.; Phillips Co. Sch., Supvr., Helena, Ark., since 1943.

Summitt, W. K., A.B.'25, Union Univ.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'33, Univ. of Mo.; Prof. of Educ. and Registrar, Harding Col., Searcy, Ark., since 1933.

Taylor, Robert E., A.B.'26, Ark. State Tchrs. Col.; M.S.'51, Univ. of Ark.; Supt. of Sch., Barton, Ark., since 1950.

Teeter, Charles Ruskin, M.A.'47, Univ. of Ark.; Supt. of Sch., Star City, Ark., since 1947.

Terrell, M. T., A.B.'27, Ouachita Col.; M.A.'30, George Peabody Col. for Tchrs.; Supt. of Sch., Bauxite, Ark., since 1948.

Thorne, Ralph O., B.S.E.'50, Ark. State Col.; M.Ed.'54, Univ. of Ark.; Supt. of Special Sch. Dist. 2, Marmaduke, Ark., since 1949.

Vance, K. E., M.S.'51, Univ. of Ark.; Supt. of Sch., Hoxie, Ark., since 1951.

Wahl, James Frank, B.A.'20, Hendrix Col.; M.A.'26, George Peabody Col. for Tchrs.; Supt. of Helena-West Helena Sch. Dist. 2, Helena, Ark., since 1928.

Ward, Henry H., B.A.'37, Northeastern State Col.; M.A.'49, Univ. of Arkansas; Supt. of Sch., Stephens, Ark., since 1946.

Warren, B. Davis, B.A.'38, M.S.'54, Univ. of Ark.; M.S.'48, Univ. of Texas; CPEA Grad. Asst., Univ. of Ark., Fayetteville, Ark., since 1953.

Wetherington, Allen B., B.S.'35, Henderson State Tchrs. Col.; M.S.'38, Univ. of Ark.; Dir. of Research, State Dept. of Educ., Little Rock, Ark., since 1954.

White, Wayne H., B.S.E.'40, M.S.'45, Univ. of Ark.; Supt. of Sch., Fayetteville, Ark., since 1953.

Whiteside, Frederick W., A.B.'12, Univ. of Chicago; Supt. of Sch., Camden, Ark., 1926-54 (retired). Address: 330 Agee, Camden, Ark.

Whitten, A. L., B.S.E.'31, Ark. State Tchrs. Col.; M.S.'40, Univ. of Ark.; Supt. of Sch., Marianna, Ark., since 1944.

Williamson, Horace, M.S.'45, Univ. of Ark.; Supvr., Union Co. Sch., El Dorado, Ark., since 1942.

INSTITUTIONAL MEMBERS

Torreyson Library, Ark. State Tchrs. Col., Conway, Ark.

Univ. of Ark., Genl. Library, Fayetteville, Ark.

CALIFORNIA

Abbott, John L., A.B.'21, M.S.'34, Ed.D. '38, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1950.

Adams, Harold W., Ph.B.'17, Linfield Col.; M.S. in Ed.'28, Univ. of Idaho; Supt. of Sch., Eureka, Calif., since 1943.

Addicott, Irwin Oliver, A.B.'22, Univ. of Calif.; M.A.'24, B.D.'25, Pacific Sch. of Religion; Ed.D.'39, Stanford Univ.; Dean of Educ. Serv., Fresno State Col., Fresno, Calif., since 1952.

Adelsbach, C. G., A.B.'28, A.M.'31, Stanford Univ.; Asst. Supt. of Co. Unified Sch. Dist., Mariposa, Calif., since 1949.

Amerman, Alwyn R., A.B.'31, Chico State Col. (Calif.); Pres. of Sacramento Co. Sch. Bd., since 1953, and Dist. Supt. of Sch., Isleton, Calif., since 1942.

Anderson, Godfrey Tryggve, Ph.D.'44, Univ. of Chicago; Pres., La Sierra Col., Arlington, Calif., since 1946.

Anderson, Leslie W., B.A.'32, Luther Col. (Iowa); M.E.'49, Univ. of Southern Calif.; Prin. of Grammar Sch., Solvang, Calif., since 1952.

Andes, J. D., A.B.'35, McPherson Col.; M.A.'40, Colo. State Col. of Educ.; Dir. of Instr. and Special Educ., Pub. Sch., Richmond, Calif., since 1952.

Ann, Sister Elizabeth, Coordinator of Guidance Serv., and Asst. Prof. of Sch. Admin., Immaculate Heart Col., Los Angeles, Calif.

Armacost, George Henry, B.A.'26, LL.D. '47, Dickinson Col.; M.A.'30, Ph.D.'40, Columbia Univ.; Pres., Univ. of Redlands, Redlands, Calif., since 1945.

Armstrong, Hubert C., B.S.'30, M.S.'31, Univ. of Wash.; Ph.D.'53, Stanford Univ.; Assoc. Prof. of Educ., Claremont Grad. Sch., Claremont, Calif., since 1954.

Aseltine, John, B.A.'24, M.A.'25, Stanford Univ.; Ed.D.'41, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Post H. S. Educ., San Diego, Calif., since 1954.

Atkins, Charles H., Diploma '09, San Jose State Col.; Amador Co. Supt. of Sch., Jackson, Calif., since 1946.

Babcock, George Thomas, A.B.'15, Pomona Col.; M.A.'16, Univ. of Calif.; Pacific Coast Mgr., D. C. Heath and Co., San Francisco, Calif., since 1937.

Bacon, Francis Leonard, A.B.'12, LL.D.'31, Southwestern Col.; A.M.'16, Columbia Univ.; L.H.D.'37, Williams Col.; Visiting Prof. of Educ., Univ. of Calif., Los Angeles, Calif.

Bailey, Floyd P., B.S.'13, M.S.'26, M.A. '39, Univ. of Calif.; Pres. of Jr. Col., Santa Rosa, Calif., since 1921.

Bailey, Stephen Matthew, B.A.'47, Pacific Union Col.; M.A.'48, Stanford Univ.; Dist. Supt., Salsipuedes Union Elem. Sch., Watsonville, Calif., since 1953.

Baum, Paul B., A.B.'19, Aurora Col.; M.A. '21, Univ. of Wis.; Dean, La Verne Col., La Verne, Calif., since 1952.

Bauman, Frank A., M.A.'31, Stanford Univ.; Supt. of San Benito Co. H. S. and Jr. Col., Hollister, Calif., since 1953.

Baxter, Bernice, A.B.'28, San Francisco State Col.; Ph.D.'35, Yale Univ.; Dir. of Educ. in Human Relations, Pub. Sch., Oakland, Calif., since 1949.

Beacock, Curtis O., A.B.'42, San Jose State Col.; Dist. Supt., Coastside Union Elem. Sch., Half Moon Bay, Calif., since 1947.

Beard, Howard S., A.B.'23, Carthage Col.; Supt. of Elem. Sch., Porterville, Calif., since 1948.

Bechtel, Laura A., B.S.'31, Keystone State Normal Sch.(Pa.); M.A.'41, N. Y. Univ.; Dir. of Instr., Unified Sch. Dist., Lynwood, Calif., since 1953.

Beckner, Howard B., B.A.'23, La Verne Col.; M.S. in Ed.'35, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Temple City, Calif., since 1945.

Begg, Foster A., B.S.'28, Univ. of Ill.; M.A.'31, New York Univ.; Dist. Supt. of Sch., Manhattan Beach, Calif., since 1937.

Bell, George H., B.S.'12, M.S.'13, Univ. of Calif.; Ed.D.'31, Univ. of Southern Calif.; Pres., Mt. San Antonio Col., Pomona, Calif., since 1946.

Bell, Hilton D., A.B.'31, M.A.'39, Univ. of Redlands; Supt. of Sch., Visalia, Calif., since 1946.

Bell, Ralph Rogers, B.S.A.'44, B.Ed.'47, Univ. of British Columbia; M.S.'49, Oregon State Col.; Prin. and Supt., Sulphur Springs Union Elem. Sch. Dist., Saugus, Calif., since 1951.

Benedetta, Mother Mary, M.A. in Ed.'34, DePaul Univ.; Prin., Villa Cabrini Acad., Burbank, Calif., since 1943.

Benedetti, Eugene, A.B.'35, Univ. of Calif., Los Angeles; M.S.'42, Ed.D.'50, Univ. of Southern Calif.; Assoc. Prof. of Educ., Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1950.

Benton, Reginald M., Supt. of Norwalk City Elem. Sch. Dist., Norwalk, Calif.

Bequette, Albert F., A.B.'36, San Jose State Col.; M.A.'54, Sacramento State Col.; Placer Co. Supt. of Sch., Auburn, Calif., since 1946.

Berg, Selmer H., B.A.'17, St. Olaf Col.; M.A.'24, Univ. of Minn.; Supt. of Sch., Oakland, Calif., since 1949.

Bergstrom, Bernhardt L., A.B.'18, Pomona Col.; M.A.'35, Claremont Grad Sch. (Calif.); Supt. of Union H. S. Dist., El Monte, Calif., since 1952.

Bernard, Lloyd D., A.B.'24, M.A.'26, Ph.D. '35, Univ. of Calif.; Mgr., Bureau of Sch. and Col. Placement, Univ. of Calif., Berkeley, Calif., since 1946.

Berry, Aubrey L., A.B.'31, M.A.'47, Ed.D. '48, Univ. of Calif. at Los Angeles; Asst. Prof. of Educ. and Head, Office of Tchr. Placement, Univ. of Calif., Los Angeles, Calif., since 1939.

Berry, Emmett R., Jr., Dist. Supt. of Sch., Carpinteria, Calif.

Berry, Godfrey G., B.S.'27, Kansas State Tchrs. Col., Pittsburg; M.A.'37, Univ. of Mo.; Dist. Supt., South Bay Union Elem. Sch., Palm City, Calif., since 1947.

Bessire, M. Ethel, Pres., Mar-Ken Sch., Sherman Oaks, Calif.

Bessire, William Kent, Co-Dir., Mar-Ken Sch., Sherman Oaks, Calif.

Bettinger, George Edward, A.B.'15, M.A. '28, Univ. of Southern Calif.; Supt. of Sch., Alhambra, Calif., 1934-54 (retired).

Bewley, Fred W., A.B.'34, Whittier Col.; M.S.'38, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Whittier, Calif., since 1949.

Beyer, Fred C., M.A.'39, Stanford Univ.; Stanislaus Co. Supt. of Sch., Modesto, Calif., since 1950.

Bishop, Frank Edward, B.A.'16, Nebr. Wesleyan Univ.; M.A.'30, Stanford Univ.; Ed.D.'49, Univ. of Calif., Los Angeles; Assoc. Prof. of Educ., Univ. of Redlands, Redlands, Calif., since 1948.

Bishop, Franklyn S., B.S.E.'40, M.Ed.'41, Mass. State Tchrs. Col., Fitchburg; Dist. Supt. and Prin., Dallas Elem. Sch., Corcoran, Calif., since 1950.

Bishop, Henry F., A.B.'27, Fresno State Col.; M.A.'31, Stanford Univ.; Dist. Supt. of Coalinga-Huron Elem. Sch., Coalinga, Calif., since 1946.

Blackman, (Mrs.) Ruth L., B.Ed.'40, Univ. of Calif., Los Angeles; Pres., Los Angeles Elem. Tchrs. Club, Los Angeles, Calif., since 1953.

Blair, Maurice G., C.E.'13, B.S. in Ed.'27, M.A.'33, Univ. of Southern Calif.; Assoc. Supt., Div. of Instr. Serv., City Sch., Los Angeles, Calif., since 1945.

Boortz, Nathan H., B.S.'39, M.A.'43, Univ. of Minn.; Ed.D.'54, Stanford Univ.; Admin. Asst., Unified Sch., Palo Alto, Calif., since 1953.

Bowman Frank L., A.B.'30, Univ. of Calif.; LL.B.'34, San Francisco Law Sch., Pres., Bd. of Educ., Santa Ana, Calif., since 1949.

Bratton, J. Wesley, A.B.'35, Seattle Pacific Col.; M.S. in Ed.'38, Ed.D.'51, Univ. of Southern Calif.; Dean, Educ. Serv. and Summer Sessions, Long Beach State Col., Long Beach, Calif.

Bretsch, Howard S., Ph.D.'48, Syracuse Univ.; Assoc. Prof., Univ. of Calif., Berkeley, Calif., since 1951.

Breyer, Irving Gerald, A.B.'29, LL.B.'32, Stanford Univ.; Legal Adviser, Bd. of Educ., San Francisco, Calif., since 1933.

Bridges, Joe William, A.B.'25, Central State Tchrs. Col. (Okla.); Prin. of Pomerado Union Elem. Sch., Poway, Calif., since 1953.

Briggs, Homer F., B.A.'31, San Diego State Col.; Supt. of Elem. Sch. Dist., Ontario, Calif., since 1951.

Briscoe, Charles Arthur, A.B.'38, Univ. of Wash.; M.A.'52, Stanford Univ.; Asst. Supt. of Unified Sch. Dist., and Asst. Secy. of Governing Bd., Alameda, Calif., since 1952.

Briscoe, William S., A.B.'23, Univ. of Idaho; A.M.'27, Ed.D.'50, Stanford Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1953.

Brooks, Harold Bennett, A.B.'19, Occidental Col.; M.A.'26, Univ. of Calif.; Ed.D.'38, Univ. of Southern Calif.; Prin., Benjamin Franklin Jr. H. S., Long Beach, Calif., since 1929.

Brown, T. Malcolm, B.S.'15, Univ. of Minn.; M.A.'31, Univ. of Calif.; Asst. Supt. in chg. of Sec. Sch., San Diego, Calif., since 1949.

Brown, W. Earl, Master's '34, Univ. of Southern Calif.; Supt., South Bay Union H. S. Dist., Redondo Beach, Calif., since 1952.

Brown, William Bartholomew, Master's '33, Univ. of Southern Calif.; Asst. Supt. in chg. of Personnel, Bd. of Educ., Los Angeles, Calif., since 1947.

Brownell, W. A., A.B.'17, LL.D.'42, Allegheny Col.; A.M.'23, Ph.D.'26, Univ. of Chicago; Dean, Sch. of Educ., Univ. of Calif., Berkeley, Calif., since 1950.

Bruce, Robert, A.B.'28, Chico State Col.; M.A.'30, Columbia Univ.; Dist. Supt. of Elem. Sch., Santa Maria, Calif., since 1927.

Bryan, Paul C., A.B.'24, M.A.'25, Stanford Univ.; Ed.D.'47, Univ. of Calif.; Supt. of Sch., Albany, Calif., since 1941.

Buchser, Emil R., A.B.'32, San Jose State Col.; Supt. of City Sch., and Prin., Union H. S., Santa Clara, Calif., since 1938.

Bullard, Edmond B., A.B.'40, San Jose State Col.; Dist. Supt. of Sch., Templeton, Calif., since 1950.

Bunker, James G., M.A.'35, Univ. of Calif.; Supt. of Union H.S. Dist., Coalinga, Calif.

Burcell, Harry J., A.B. in Ed.'47, Chico State Col. (Calif.); Dist. Supt. of Union Elem. Sch., Mt. Shasta, Calif., since 1952.

Burke, Joseph W., B.S.'32, M.S.'34, Univ. of Idaho; Dir. of Educ. Serv., Troop Information and Educ. Section, Hq., 6th Army, Bldg. 558, Presidio of San Francisco, Calif., since 1947.

Burkhard, William J., B.S.'21, M.A.'30, Univ. of Calif.; Supt. of Sch., Sacramento, Calif., since 1948.

Burnight, Ralph F., A.B.'18, A.M.'20, Univ. of Southern Calif.; Supt., Excelsior Union H. S. Dist, Norwalk, Calif., since 1930.

Burrell, Clarence, B.A.'26, San Jose State Col.; M.A.'41, Stanford Univ.; Supt. of City Sch., San Leandro, Calif.

Bursch, Charles Wesley, B.S.'18, Kansas State Tchrs. Col.; M.A.'26, Ed.D.'30, Stanford Univ.; Chief, Div. of Pub. Sch. Admin. in chg. of Sch. Planning, State Dept. of Educ., Sacramento, Calif., since 1934.

Buswell, Guy Thomas, Ph.D.'20, Univ. of Chicago; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.

Butler, Henry D., A.B.'33, Chico State Col.; M.E.'46, Univ. of Oregon; Dist. Supt. of Elem. Sch., Delano, Calif., since 1945.

Butler, Paul C., A.B.'39, Whittier Col.; M.S.Ed.'48, Univ. of Southern Calif.; Asst. Supt. and Dir. of Bus. Affairs, Pub. Sch., Paramount, Calif.

Butterbaugh, Wayne L., B.A.'43, LaVerne Col.; M.A.'51, Claremont Grad. Sch.; Supt. of Savanna Sch. Dist., Stanton, Calif., since 1949.

Bystrom, Theodore L., A.B.'27, M.A.'28, Univ. of Mich.; Supt. of Sch., Piedmont, Calif., since 1947.

Campbell, A. B., B.S.'23, M.A.'33, Univ. of Calif.; Asst. Supt. of Sch., Berkeley, Calif., since 1938.

Campbell, Joe L., B.S.'39, Kansas State Tchrs. Col., Pittsburg; M.S.'47, Ed.D.'54, Univ. of Southern Calif.; Asst. Supt. of Sch., Downey, Calif., since 1952.

Campion, Howard A., A.B.'23, Univ. of Calif.; M.A.'25, Ed.D.'41, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif.

Carlisle, Chester G., A.B.'38, Univ. of Calif.; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Tamalpais Union H. S. Dist., Mill Valley, Calif., since 1953.

Carpenter, Charles C., A.B.'27, Fresno State Col.; M.S. in Ed.'36, Ed.D.'48, Univ. of Southern Calif.; Asst. Co. Supt. of Sch. in chg. of Special Serv., Los Angeles, Calif., since 1942.

Carson, Charles Hamilton, M.S.'41, Univ. of Southern Calif.; Supt., Ranchito Elem. Sch. Dist., Pico, Calif., since 1946.

Casier, Roger, B.A.'34, Santa Barbara State Col.; Dist. Supt. of Sch., Gallatin Elem. Sch., Downey, Calif., since 1953.

Cassidy, Rosalind, B.A.'18, D.H.L.'50, Mills Col.; M.A.'23, Ed.D.'37, Tchrs. Col., Columbia Univ. Address: Women's Physical Educ. Bldg., Univ. of Calif., Los Angeles, Calif.

Caywood, Hal D., A.B.'30, Chico State Col.; Co. Supt. of Sch., Santa Barbara, Calif., since 1946.

Chappell, Bert, Pres., Calif. Elem. Sch. Admin. Assn., Sacramento, Calif.

Chappell, Ivan Donald, B.S.'40, Central State Col. (Okla.); Dist. Supt. of Sch., Danville, Calif., since 1950.

Chase, Frank M., Jr., M.S.'36, Univ. of Southern Calif.; Supt. of Oceanside-Carlsbad Union H. S. and Jr. Col., Oceanside, Calif., since 1950.

Cherry, James C., A.B.'30, M.A.'38, Univ. of Calif.; Dist. Supt. of Sch., South San Francisco, Calif., since 1946.

Ching, John Frederic, Ed.D.'32, Univ. of Calif.; Supt. of Sch., Salinas, Calif., since 1947.

Clark, Edith M., B.S.'30, Univ. of Cincinnati; M.A.'35, Univ. of Southern Calif.; Asst. Supt., Div. of Extension and Higher Educ., City Sch., Los Angeles, Calif., since 1950.

Clark, George W., B.A.'19, M.A.'36, Univ. of Calif.; Co. Supt. of Sch., Merced, Calif., since 1951.

Claypool, Vincent B., B.S.'24, Univ. of Calif.; M.A.'35, Claremont Graduate Sch.; Ed.D.'48, Univ. of Calif. at Los Angeles; Prin., Sequoia H. S., Redwood City, Calif., since 1952.

Clish, Herbert C., B.S.'26, M.A.'27, Ed.D. '40, Columbia Univ.; LL.D.'49, St. Mary's Col. of Calif.; Supt. of Sch., San Francisco, Calif., since 1947.

Cobb, Wilbur Kirkpatrick, A.B.'17, Pomona Col.; M.A. in Ed.'32, Univ. of Southern Calif.; Supt. of City Sch., Woodland, Calif., since 1952.

*Compton, John L., A.B.'25, Whittier Col.; M.A.'29, Univ. of Southern Calif.; Supt. of Sch., Bakersfield, Calif., since 1940.

Conlan, Louis G., A.B.'26, St. Mary's Col.; LL.B.'21, M.A.'46, Ed.D.'50, Univ. of Calif., Berkeley; Pres., City Col. of San Francisco, San Francisco, Calif., since 1949.

Conner, Jay Davis, A.B.'28, San Diego State Col.; M.A.'30, Stanford Univ.; Ed.D.'46, Univ. of Southern Calif.; Assoc. Supt. of Pub. Instr., and Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1948.

Cook, L. T., M.A.'39, Stanford Univ.; Prin. and Dist. Supt., Sierra Joint Union H. S., Auberry, Calif., since 1948.

Cook, Paul W., A.B.'32, Dartmouth Col.; M.S.Ed.'51, Univ. of Southern Calif.; Supt. of City Elem. Sch., Anaheim, Calif., since 1951.

Corey, Arthur F., A.B.'24, Whittier Col.; A.M.'32, Univ. of Southern Calif.; LL.D. '49, La Verne Col.; State Exec. Secy., Calif. Tchrs. Assn., San Francisco, Calif., since 1947.

Cornick, Homer H., A.B.'20, M.A.'22, Univ. of Calif.; Supt. of Sch., Santa Cruz, Calif., since 1940.

Corson, James Hunt, A.B.'27, Ped.D.'48, Col. of the Pacific; M.S. in Ed.'36, Univ. of Southern Calif.; Supt. of Sch., Modesto, Calif.

Coss, Joe Glenn, B.A.'28, Univ. of Calif.; M.S. in Ed.'41, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Downey, Calif., since 1946.

Cowan, James R., A.B.'37, Chico State Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Ed.D.'52, Univ. of Calif.; Supt. of Arcade Elem. Sch. Dist., Sacramento, Calif., since 1939.

Cowan, William A., A.B.'34, San Jose State Col.; M.A.'39, Ed.D.'50, Stanford Univ.; Assoc. Prof. of Educ., San Francisco State Col., San Francisco, Calif., since 1946.

Crabb, Paul E., A.B.'26, M.A.'33, Stanford Univ.; Supt. of Sch., Vallejo, Calif., since 1951.

Cragen, (Mrs.) Dorothy C., Inyo Co. Supt. of Sch., Independence, Calif.

Cralle, Jefferson, M.A.'24, Univ. of Calif.; Dist. Supt. and Prin. of John Swett Union H. S., Crockett, Calif., since 1942.

Cralle, Robert E., A.B.'22, M.A.'26, Univ. of Calif., Berkeley; Ed.D.'44, Univ. of Southern Calif.; Exec. Secy., Calif. Assn. of Sch. Admin., Arcadia, Calif., since 1952.

Crandall, Earle P., A.B.'27, Col. of the Pacific; A.M.'42, Ed.D.'46, Stanford Univ.; Supt. of Unified Sch. Dist., San Jose, Calif., since 1951.

Crawford, Bruce M., A.B.'34, M.S.'37, Univ. of Southern Calif.; Supt. of Richland Elem. Sch. Dist., Shafter, Calif.

Crawford, Lynn H., A.B. and M.A.'25, Stanford Univ.; Supt. of Sch., Santa Ana, Calif., since 1946.

Crawford, Will C., A.B.'13, Pomona Col.; A.M.'15, Columbia Univ.; Ed.D.'40, Univ. of Southern Calif.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1954.

Critser, Loren A., A.B.'29, M.A.'46, Univ. of Calif.; Prin. of San Leandro H. S., San Leandro, Calif., since 1952.

Croad, J. R., A.B.'28, Chico State Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Burbank, Calif.

Crooke, Charles R., A.B.'33, San Jose State Col.; A.M.'35, Stanford Univ.; Dist. Supt. of Sch., Union H. S., Mountain View, Calif., since 1936.

Crossley, John B., A.B.'29, Pomona Col.; M.A.'40, Claremount Col.; Litt.D.'45, Howard Univ.; Ed.D.'50, Univ. of Calif., Los Angeles; Supt. of Union H. S. Dist., Ventura, Calif., since 1950.

Cunliffe, J. William, B.A.'33, Pomona Col.; M.A.'40, Claremont Grad. Sch.; Dir. of Inservice Educ. of Tchrs., Chaffey Col. and Sec. Schs., Ontario, Calif., since 1954.

Curtis, James E., B.S.'28, Univ. of Minn.; M.S.'32, Univ. of Wis.; Ed.D.'48, Univ. of Calif.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1950.

Dailard, Ralph C., A.B.'28, Nebr. State Tchrs. Col.; A.M.'36, Univ. of Nebr.; Ph.D.'39, Columbia Univ.; Supt. of Sch., San Diego, Calif., since 1954.

Dann, Erwin A., B.S., Oregon State Col.; M.S., Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Sec. Educ., Fresno, Calif., since 1947.

Darby, Francis C., A.B.'31, Pomona Col.; M.Ed.'40, Univ. of Oregon; Asst. Supt. in chg. of Bus. Serv., Co. Sch., San Diego, Calif., since 1946.

Daughenbaugh, John R., A.B.'41, Santa Barbara Col.; A.M.'43, Univ. of Southern Calif.; Dist. Supt. of Sch., Wheatland, Calif., since 1954.

Davis, Albert M., A.B.'26, Univ. of Colo.; M.A.'33, Ed.D.'50, Stanford Univ.; Supt. of Unified Sch. Dist., Laguna Beach, Calif., since 1950.

Davis, Paul H., Consultant in Instl. Finance and Pub. Relations, 4646 Melbourne Ave., Los Angeles, Calif.

Demaree, Paul H., A.B.'17, Ky. Wesleyan Col.; M.A.'35, Univ. of Southern Calif.; Prin. and Supt., Union H. S. Dist., Anaheim, Calif., since 1941.

Denison, Alan M., A.B.'39, Col. of the Pacific; Tuolumne Co. Supt. of Sch., Sonora, Calif., since 1943.

Denlay, Raymond E., A.B.'30, Chico State Col.; M.A.'39, Stanford Univ.; Dist. Supt. of Elem. Sch., Santa Paula, Calif., since 1942.

*Dennis, Cyril Eugene, B.A.'48, Northern Idaho Col. of Educ.; M.A.'50, State Col. of Wash.; Ed.D.'54, Univ. of Wyo.; Tchr., City Sch., Eureka, Calif., since 1954.

Densmore, David W., B.S. in Ed.'28, Univ. of Rochester; A.M.'35, Cornell Univ.; Asst. Supt. of Sch., Rochester, N. Y., 1940-54 (retired). Address: 3935 Lorado Way, Los Angeles, Calif.

Dent, James W., A.B.'29, M.A.'37, Univ. of Calif.; Supt. of Mt. Diablo Unified Sch. Dist., Concord, Calif., since 1948.

de Reschke, Oscar, A.B.'30, San Jose State Col.; Supt., Franklin-McKinley Elem. Sch. Dist., San Jose, Calif., since 1944.

Dice, Norvell R., A.B.'28, Santa Barbara Col.; M.S.'33, Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Arcadia, Calif., since 1948.

Dickerson, Elizabeth, A.B.'32, Whittier Col.; M.A.'40, Univ. of Calif.; Dist. Supt. of Elem. Sch., Cypress, Calif., since 1947.

Dickey, Levi H., B.A.'26, La Verne Col.; M.A.'28, Univ. of Southern Calif.; Dist. Supt. of Sch., Chino, Calif., since 1945.

Diesner, Howard George, B.S.'30, M.D.'32, Univ. of Ill.; Pres., Bd. of Educ., Sunnyvale, Calif., since 1938.

Dixon, M. Ted, A.B.'42, Col. of Idaho; M.S.Ed.'51, Univ. of Idaho; Ed.D.'53, Stanford Univ.; Assoc. Supt. in chg. of Special Serv., La Mesa-Spring Valley Sch. Dist., La Mesa, Calif., since 1954.

Downing, George M., A.B.'37, San Jose State Col.; Ed.D.'53, Stanford Univ.; Deputy Supt. of Unified Sch. Dist., San Jose, Calif., since 1953.

Drag, Francis L., Ed.D.'47, Stanford Univ.; Asst. Supt. in chg. of Curricular Serv., Co. Sch. San Diego, Calif., since 1943.

Drake, E. Maylon, B.S. in Ed.'51, Univ. of Southern Calif.; Dist. Supt. of Sch., Duarte, Calif., since 1954.

Dreier, (Mrs.) Grace M., B.S. in Ed.'32, Univ. of Southern Calif.; Asst. Supt. of Sch., Los Angeles, Calif.

Duffield, Laurence Alvin, A.B.'29, M.A.'47, Univ. of Calif., Berkeley; Dist. Supt. and Prin., Analy Union H. S., Sebastopol, Calif., since 1946.

Egan, Ardis G., M.A.'52, Stanford Univ.; Dist. Supt. of Elem. Sch., Los Altos, Calif., since 1943.

Ehret, Paul D., A.B.'37, Univ. of Calif.; Supt. of Elem. Sch., San Lorenzo, Calif., since 1948.

Eifert, Harold J., A.B.'34, M.A.'49, Univ. of Calif.; Asst. Supt. of Sch. in chg. of Educ. Serv., Unified Sch. Dist., Alameda, Calif., since 1952.

Elliott, Robert E., A.B.'39, La Verne Col.; Dist. Supt. of Lakeside Union Elem. Sch., Bakersfield, Calif., since 1949.

Elliott, Robert Thomas, A.B.'34, San Jose State Col.; M.A.'38, Univ. of Calif.; Asst. Supt. of Sec. Sch., Modesto, Calif., since 1947.

Engvall, Willard R., Supt. of Elem. Sch., San Bruno, Calif.

Erickson, Leonard C., B.S.'32, Univ. of Minn.; M.S.'48, Univ. of Southern Calif.; Asst. Supt. and Bus. Mgr., City Sch., Compton, Calif., since 1948.

Evans, Edward Manfred, Bachelor's '17, Univ. of Southern Calif.; Asst. Supt. in chg. of Adult Educ., Pub. Sch., Los Angeles, Calif., since 1953.

Everly, Roger B., A.B.'37, Univ. of Calif. at Los Angeles; M.S. in Ed.'46, Univ. of Southern Calif.; Dist. Supt. of Sch., El Segundo, Calif., since 1948.

Falk, Charles J., Assoc. Prof. of Educ., Occidental College, Los Angeles, Calif.

Fawcett, Claude W., A.A.'33, Southwest Mo. State Tchrs. Col.; Ph.D.'43, Yale Univ.; Educ. Dir., Western Div., Natl. Assoc. of Manufacturers, Palo Alto, Calif.

Fenley, Frank O., A.B.'49, M.A.'53, Chico State Col.; Supt. of Thermalito Union Elem. Sch. Dist., Oroville, Calif., since 1951.

Fikes, Edith E., Co. Supt. of Sch., Santa Cruz, Calif., since 1945.

Findlay, Bruce A., B.A.'17, Pomona Col.; M.A.'20, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif.

Finley, E. S., B.S. in Ed.'20, Mo. State Tchrs. Col.; M.S. in Ed.'41, Univ. of Mo.; Dist. Supt. of Sch., Holtville, Calif., since 1945.

Fisher, Raymond J., A.B.'20, Univ. of Nebr.; Dist. Supt., Union Elem. Sch., Los Gatos, Calif., since 1928.

Florell, David M., B.A.'35, M.A.'39, Univ. of Minn.; Ed.D.'46, Univ. of Calif.; Assoc. Prof. of Educ., San Francisco State Col., San Francisco, Calif., since 1953.

Fontes, (Mrs.) Eleanor, A.B.'31, San Francisco State Col.; M.A.'49, Stanford Univ.; Supt. of Union Elem. Sch. Dist., Freedom, Calif., since 1946.

Forry, Kenneth M., B.A.'33, M.A.'38, Univ. of Calif.; Supt. of San Anselmo-Kentfield-Fairfax Confederated Sch. Dist., San Anselmo, Calif., since 1952.

Fox, Rollin C., A.B.'28, Univ. of Ala.; M.A.'34, Tchrs. Col., Columbia Univ.; Ed.D.'46, Univ. of Calif., Los Angeles; Dist. Supt. of Sch., Needles, Calif., since 1951.

Frantz, Clifford D., B.A.'38, La Verne Col.; Viceprin., Sierra Jt. Union H. S., Auberry, Calif., since 1948.

Freese, Theron, A.B.'32, A.M.'41, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Instr., Long Beach, Calif.

Gaertner, (Mrs.) Reita I., Admin. Credential '51, Univ. of Calif., Santa Barbara; Supt. of Mill Union Elem. Sch. Dist., Ventura, Calif., since 1951.

Gansberg, Lucille, M.Ed.'48, Mills Col. (Calif.); Supt. of Lassen Co. Sch., Susanville, Calif., since 1951.

Gardner, Sidney L., A.B.'37, Santa Barbara State Col.; M.S.'48, Univ. of Southern Calif.; Dist. Supt. and Prin., Union H. S., Elsinore, Calif., since 1954.

Garner, Jefferson Lausen, A.B.'36, Chico State Col.; M.S.'47, Ed.D.'48, Univ. of Southern Calif.; Dist. Supt., Centinela Valley Union H. S. Dist., Lawndale, Calif., since 1954.

Geyer, George H., A.B.'27, Pomona Col.; A.M.'30, Univ. of Calif.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Assoc. Supt. of Unified Sch. Dist., San Diego, Calif., since 1954.

Gibson, Charles D., Supvg. Field Rep., Sch. Planning, State Dept. of Educ., Los Angeles, Calif., since 1944.

Gilchrist, Robert S., A.B.'27, A.M.'28, Colo. State Col. of Educ.; Ph.D.'38, N.Y. Univ.; Asst. Supt. of Sch., Pasadena, Calif., since 1949.

Gillingham, Robert Cameron, B.A.'21, M.A.'22, Pomona Col.; Ph.D.'49, Univ. of Southern Calif.; Chmn., Social Science, Compton Jr. Col., Compton, Calif., since 1936.

Glass, Sidney L., A.B.'30, Fresno State Col.; M.S.'36, Univ. of Southern Calif.; Asst. Supt. of Co. Sch., Fresno, Calif., since 1946.

Goldhammer, Keith, B.A.'38, Reed Col.; M.A.'43, Ph.D.'54, Univ. of Oregon; Acting Asst. Prof. of Educ. Admin., Stanford Univ., Stanford, Calif., since 1954.

Gonzalez, Simon, B.A.'47, Texas Col. of Arts and Indus.; M.A.'52, Stanford Univ.; Dist. Supt., Elem. Sch., Planada, Calif., since 1951.

Goodwill, Glen T., B.A.'29, Univ. of Redlands; M.A.'38, Univ. of Southern Calif.; Supt. of Sch., Monterey, Calif., since 1944.

Goold, J. Vernon, A.B.'20, Stanford Univ.; Dist. Supt., Wash. Union H. S., Centerville, Calif., since 1942.

Grass, Dean E., A.B.'32, Nebr. State Tchrs. Col., Peru; M.S.'48, Univ. of Southern Calif.; Dist. Supt. of Sch., Topanga, Calif., since 1951.

Gray, C. Delmar, A.B.'31, State Col. of Wash.; M.A.'34, Claremont Col.; Dist. Supt. of Elem. Sch., Escondido, Calif., since 1934.

Gresham, Olin Russell, A.B.'27, William Jewell Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Imperial Co. Supt. of Sch., El Centro, Calif., since 1954.

Gridley, (Mrs.) Louise Beyer, B.S., Coe Col.; M.A., Univ. of Calif.; Exec. Secy., Bay Section, Calif. Tchrs. Assn., San Francisco, Calif., since 1951.

Grindstaff, Leonard L., A.B.'34, East Central State Col. (Okla.); Master's '38, Univ. of Okla.; Ed.D.'45, Stanford Univ.; Asst. Supt. of Sch., Santa Monica, Calif., since 1953.

Gunn, Henry M., B.S.'29, M.A.'31, Univ. of Oregon; Ed.D.'40, Stanford Univ.; Supt. of Sch., Palo Alto, Calif., since 1950.

*Gwinn, Joseph Marr, A.B.'02, Univ. of Mo.; A.M.'07, Tchrs. Col., Columbia Univ.; LL.D.'26, Univ. of Mo.; Pres., Dept. of Superintendence, 1927-28; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., San Jose State Col., San Jose, Calif., since 1940. Address: 160 S. Euclid Ave., Pasadena, Calif.

*Hall, George V., B.S.'31, M.A.'34, Univ. of Minn.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Instr., Pub. Sch., San Diego, Calif., since 1952.

Hamm, Hal W., M.A.'30, Colo. State Col. of Educ.; Prin. and Dist. Supt., Santa Ynez Valley Union H. S., Santa Ynez, Calif., since 1944.

*Hanna, Paul Robert, B.A.'24, D.Ped.'39, Hamline Univ.; A.M.'25, Ph.D.'29, Columbia Univ.; Lee L. Jacks Prof. of Child Educ., Stanford Univ., Stanford, Calif., since 1954.

Hansen, Oden W., M.Ed.'50, Univ. of Southern Calif.; Supt., Elem. Sch. Dist., Arcata, Calif., since 1952.

*Hardesty, Cecil D., A.B.'28, Kansas Wesleyan Univ.; M.A. in Ed.'32, Ed.D.'33, Univ. of Southern Calif.; Supt. of Sch., San Diego Co., San Diego, Calif., since 1950.

Harmer, Ralph L., A.B.'27, M.A.'29, Colo. State Col. of Educ.; Supt., Plumas Unified Sch. Dist., Quincy, Calif., since 1943.

Harper, Laurence, A.B.'26, Univ. of Calif.; Dist. Supt. of Sch., South Pasadena, Calif., since 1946.

Harris, Ben M., A.B.'48, M.Ed.'51, Univ. of Calif., Los Angeles; Tchr., Elem. Sch., Lafayette, Calif., since 1953.

Harris, Richard F., A.B.'34, Whittier Col.; Dist. Supt. of Sch., Westminster, Calif.

Harsin, (Mrs.) Dorothy Van Noy, B.S.'32, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1945.

Haskell, Eugene Ryan, B.A.'30, Stanford Univ.; M.A.'43, Univ. of Calif., Los Angeles; Ed.D.'52, Univ. of Southern Calif.; Supt. of San Lorenzo Valley Unified Sch. Dist., Felton, Calif., since 1950.

Hatch, H. Thurston, A.B.'22, Western State Col. of Colo.; M.A.'30, Ed.D.'49, Univ. of Calif.; Supt. of City Sch., Chico, Calif., since 1950.

Hayhurst, Normal C., B.S.'15, Univ. of Ariz.; M.E.'34, Univ. of Southern Calif.; Supt. of Sch., Glendale, Calif., since 1947.

Heffernan, Helen, B.A.'24, M.A.'25, Univ. of Calif.; Chief, Bureau of Elem. Educ., Sacramento, Calif., since 1953.

Heisner, H. Fred, A.B.'29, Univ. of Redlands; M.A.'32, Ed.D.'47, Univ. of Southern Calif.; Supt. of Sch., Redlands, Calif., since 1954.

Hemphill, Franklin C., A.B.'22, Colo. State Col. of Educ.; M.A.'33, Univ. of Southern Calif.; Supt., Union H. S. and Jr. Col. Dist., Compton, Calif., since 1953.

*Hepner, Walter R., A.B.'13, A.M.'16, Ed.D.'37, Univ. of Southern Calif.; Pres. Emeritus, San Diego State Col., San Diego, Calif., since 1952.

Herman, Albert A., B.S. in C.E.'25, M.S. in Ed.'37, Univ. of Southern Calif.; Dist. Supt., Nordhoff Union Elem. Sch., Ojai, Calif., since 1942.

Hilburn, Robert F., A.B.'40, Ariz. State Col.; M.S.'49, Ed.D.'53, Univ. of Southern Calif.; Supt. of Lennox Elem. Sch. Dist., Inglewood, Calif., since 1951.

Hildreth, Elon E., Pres., San Mateo Jr. Col., San Mateo, Calif., since 1952.

Hill, Harold P., A.B.'28, Stanford Univ.; M.A.'39, Univ. of Calif., Berkeley; Supt. of Unified Sch. Dist., St. Helena, Calif., since 1946.

Hill, (Mrs.) Margaret Ford, B.A.'39, Santa Barbara Col., Univ. of Calif.; Tchr., Lincoln Sch., Santa Barbara, Calif., since 1947.

Hoff, Arthur G., B.Ed.'28, Wis. State Col., Superior; M.A.'30, State Univ. of Iowa; Ph.D.'38, Univ. of Minn.; Supt. of Unified Sch. Dist., Palm Springs, Calif., since 1948.

Holbrook, C. Ray, B.A.'19, M.A.'22, Univ. of Wash.; Ed.D.'39, Stanford Univ.; Admin. Consultant, Kern Co. Sch., Bakersfield, Calif., since 1950.

Hollis, Virgil Sydney, A.B.'39, Humboldt State Col.; M.A.'48, Univ. of Calif., Berkeley; Ed.D.'52, Stanford Univ.; Supt. of Sierra-Plumas Unified Sch. Dist., since 1952, and Sierra Co. Supt. of Sch., Loyalton, Calif., since 1953.

Holstein, Walter E., A.B.'25, M.A.'31, Univ. of Southern Calif.; Prin., Phineas Banning Evening H. S., Los Angeles, and Supvg. Prin., Day Adult Classes, Los Angeles Harbor Area, Wilmington, Calif., since 1933.

*Holy, Thomas C., A.B.'19, Des Moines Univ.; M.A.'22, Ph.D.'24, State Univ. of Iowa; Special Consultant in Higher Educ., Univ. of Calif., Berkeley, Calif., since 1952.

Homfeld, Melville J., Dist. Supt. of Elem. Sch., Menlo Park, Calif., since 1947.

Hood, Harvey R., B.S.'37, Mont. State Col.; M.A.'47, Ed.D.'53, Stanford Univ.; Dist. Supt. of Sch., Madera, Calif., since 1953.

Hopkins, Frank O., B.S. in Ed.'32, M.S. in Ed.'46, Univ. of Southern Calif.; Supt., Brea-Olinda Union H. S. Dist., Brea, Calif., since 1946.

Howard, Arthur W., Ph.B.'27, Univ. of Chicago; Ph.M. in Ed.'37, Northwestern Univ.; Dist. Supt. of Elem. Sch., Yermo, Calif., since 1952.

Howard, Virgil Gerald, A.B.'27, Col. of the Pacific; M.A.'47, Univ. of Calif.; Admin. Asst., Stanislaus Co. Sch., Modesto, Calif., since 1951.

Howell, Harry M., B.A.'24, M.S. in Ed.'37, Ed.D.'50, Univ. of Southern Calif.; Assoc. Supt., since 1938, and Acting Supt. of Sch., Los Angeles, Calif., since 1954.

Hoyt, Guy M., Ph.B.'16, M.A.'21, Univ. of Chicago; Assoc. Supt. of Sch., Los Angeles, Calif.

Hubbard, O. S., Supt. of Santa Clara Co. Sch., San Jose, Calif.

Hughes, Harold G., A.B.'28, Pacific Univ.; M.A.'33, Univ. of Oregon; Asst. Supt. of H. S. Dist., Grossmont, Calif., since 1947.

Hull, J. Henrich, A.B.'30, Univ. of Redlands; M.A.'32, Colo. State Col. of Educ.; Ed.D.'49, Univ. of Southern Calif.; Supt. of Unified Sch. Dist., Torrance, Calif., since 1947.

Hull, Osman R., B.S.'13, M.S.'14, Ph.D.'25, Univ. of Calif.; Prof. of Educ. Admin., Univ. of Southern Calif., Los Angeles, Calif., since 1924.

Hummel, Edward John, A.B.'13, Ed.D.'45, Univ. of Southern Calif.; A.M.'14, Columbia Univ.; Deputy Supt. of Sch., Beverly Hills, Calif., since 1939.

Huntsman, A. Blaine, B.S.'36, Brigham Young Univ.; M.A.'51, Ed.D.'52, Stanford Univ.; Asst. Supt. of Sch., Los Altos, Calif., since 1952.

Hurlburt, Edwin N., B.S.'29, Western Mich. Col. of Educ.; M.A.'46, Claremont Grad. Sch.; Dist. Supt. of Union Elem. Sch., Soledad, Calif., since 1949.

Hutchens, Jens H., A.B.'34, San Diego State Col.; M.S.'38, Univ. of Southern Calif.; Ed.D.'50, Univ. of Calif., Los Angeles; Asst. Supt. of Special Serv., San Diego Co. Sch., San Diego, Calif., since 1943.

Huxtable, (Mrs.) Ethel E., B.S.'15, Hastings Col. (Nebr.); Supvr. of Art, Pub. Sch., Burlingame, Calif., since 1931. Address: 250 Harvard Rd., San Mateo, Calif.

Ingalls, Rosco C., A.B.'09, McPherson Col.; A.M.'11, Univ. of Kansas; LL.D.'38, McPherson Col.; LL.D.'42, Col. of Osteopathic Physicians and Surgeons; Pres., East Los Angeles Jr. Col., Los Angeles, Calif., since 1945.

Ingraham, J. Roland, Jr., A.B.'39, Chico State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Asst. Supt. of Sch., Inglewood, Calif., since 1953.

Jack, Walter A., A.B.'37, Humboldt State Col.; M.A.'41, Stanford Univ.; Supt., Elem. Sch. Dist., San Mateo, Calif., since 1946.

Jackson, T. Eldon, A.B.'32, M.A.'34, Drake Univ.; Dir. of Curriculum and Instr., Unified Sch. Dist., Palo Alto, Calif., since 1948.

Jacobsen, Einar William, B.A.'16, M.A.'23, Univ. of Calif.; Ph.D.'30, Columbia Univ.; Supt. of Sch., Santa Barbara, Calif., since 1948.

Jacobson, Lawrence, A.B.'34, Fresno State Col.; Supt. of Beardsley Elem. Sch. Dist., Bakersfield, Calif., since 1936.

Jarvis, Ellis A., A.B.'23, Univ. of Calif., Berkeley; M.S.'37, Univ. of Southern Calif.; Asst. Supt. of Sec. Div., Pub. Sch., Los Angeles, Calif., since 1949.

Jaster, Vincent E., M.S.'36, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Brea, Calif., since 1943.

Jensen, Gerald L., Ed.D.'49, Stanford Univ.; Coordinator, Sec. Educ., Imperial Co. Sch., El Centro, Calif., since 1948.

Jensen, Harry T., B.S.Ed.'25, Genl. Beadle State Tchrs. Col. (S. Dak.); M.S.'30, Univ. of Minn.; Ed.D.'41, Stanford Univ.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1940.

Johnson, Harold W., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt. of Emery Unified Sch. Dist., Emeryville, Calif., since 1952.

Johnson, Lloyd G., A.B.'30, Chico State Col.; Co. Supt. of Sch., Colusa, Calif., since 1950.

Johnson, Loaz W., A.B.'28, N. Mex. State Tchrs. Col.; M.A.'31, Univ. of Wyo.; Ed.D.'38, Univ. of Calif.; Coordinator of Curriculum, Oroville, Calif., since 1939.

Johnson, Ray W., A.B.'27, Col. of Emporia; M.S.Ed.'40, Ed.D.'52, Univ. of Southern Calif.; Co. Supt. of Sch., Riverside, Calif., since 1950.

Johnston, Eugene M., A.B.'23, Univ. of Dubuque; M.A.'37, Univ. of Southern Calif.; Supt., Union H. S. Dist., Taft, Calif., since 1944.

Jones, L. L., A.B.'33, Pomona Col.; M.A.'40, Claremont Grad. Sch.; Supt. of Sch., Watsonville, Calif., since 1948.

Jones, Lowell Butler, B.A.'39, La Verne Col.; M.A.'49, Claremont Grad. Sch.; Dist. Supt. of Elem. Sch., Willowbrook, Calif., since 1952.

Karnes, Anthony E., A.B.'11, LL.D.'40, Washburn Col.; M.A.'24, Univ. of Calif., Berkeley; Dist. Supt. and Prin., Union H. S., Elsinore, Calif., 1950-54 (retired).

Keenan, (Mrs.) Ethel, B.S. in Ed.'40, Univ. of Southern Calif.; Supt. of Bassett Elem. Sch. Dist., Puente, Calif., since 1932.

Keith, Lowell G., B.S.'35, Southwest Mo. State Col.; M.E.'40, Univ. of Mo.; Ed.D. '52, Univ. of Colo.; Assoc. Prof. of Educ., San Jose State Col., San Jose, Calif., since 1954.

Kellett, Kenneth C., B.Ed.'32, Wis. State Col., Superior; M.A.'38, Univ. of Minn.; Prin. of Warner Union Sch. Dist., Warner Springs, Calif., since 1952.

Kelley, John James, A.B.'38, Union Col. (N. Y.); M.A.'48, N. Y. State Tchrs. Col., Albany; Ed.D.'53, Univ. of Calif., Los Angeles; Curriculum Coordinator, Co. Sch., Riverside, Calif., since 1954.

Kelly, Robert E., M.S. in Ed.'37, Univ. of Southern Calif.; Dir. of Assignments, Sec. Div., City Sch., Los Angeles, Calif., since 1953.

Kemp, Charles B., B.A.'35, Whittier Col.; M.S. in Ed.'40, Univ. of Southern Calif.; Dir. of Special Serv., Unified Sch. Dist., Montebello, Calif., since 1951.

Kendall, Glenn, A.B.'25, Western Ky. State Tchrs. Col.; M.A.'31, Univ. of Ky.; Ed.D. '41, Tchrs. Col., Columbia Univ.; Pres., Chico State Col., Chico, Calif., since 1950.

Kent, J. Russell, Ed.D.'54, Stanford Univ.; Asst. to the Supt., Hillsborough Sch. Dist., Hillsborough, Burlingame, Calif., since 1951.

Kibby, George M., A.B.'34, M.A.'42, Univ. of Calif.; Dist. Supt. of Sch., Corona, Calif., since 1948.

Kibby, Harold V., A.B.'37, San Jose State Col.; M.S.'42, Univ. of Southern Calif.; Supt. of Orange Unified Sch. Dist., Orange, Calif., since 1953.

Kindred, Robert Burton, A.B.'37, Santa Barbara State Col.; M.A.'52, Claremont Col.; Ed.D.'54, Univ. of Md.; Instr. of Psych. and Consultant in Human Development, Sec. Sch., Ventura, Calif., since 1954.

King, Lloyd H., B.A.'28, Jamestown Col.; M.A.'33, Univ. of Minn.; Ed.D.'50, Colo. State Col. of Educ.; Assoc. Prof. of Educ., Col. of the Pacific, Stockton, Calif., since 1954.

Kitch, Donald Edmund, A.B.'27, Southwestern Col.; M.A.'32, Northwestern Univ.; Chief, Supplemental Educ. Serv., State Dept. of Educ., Sacramento, Calif., since 1954.

Knapp, Roy A., B.S.'23, Huron Col.; M.A. '33, Claremont Col.; Supt., Antelope Valley Joint Union H. S. Dist., Lancaster, Calif., since 1934.

Knickerbocker, C. B., Vicepres., Bd. of Educ., Santa Ana, Calif., since 1949.

Knowles, Willard B., B.S.'24, Utah State Agr. Col.; Supt. of Sch., Martinez, Calif., since 1950.

Kramer, Carlisle H., A.B.'40, San Jose State Col.; M.A.'41, Ed.D.'53, Stanford Univ.; Supt. of Hillsborough Elem. Sch. Dist., Hillsborough, Burlingame, Calif., since 1951.

Kranz, Charles Thayson, M.A.'47, Univ. of Southern Calif.; Dist. Supt., Mountain View Sch. Dist., El Monte, Calif., since 1943.

Kratt, Edwin C., A.B.'24, Linfield Col.; M.A. '29, Stanford Univ.; Supt. of Sch., Fresno, Calif., since 1944.

Kratt, William E., A.B.'27, LL.D.'46, Linfield Col.; M.A.'33, Univ. of Oregon; Pres., Menlo Sch. and Col., Menlo Park, Calif., since 1945.

Krogh, Thor, Ph.B.'29, Univ. of Vt.; M.A. '34, State Univ. of Wash.; Prin., Carlmont H. S., Belmont, Calif., since 1952.

*Laird, J. David, A.B.'28, Colo. State Col. of Educ.; Supt. of Elem. Sch., Tulare, Calif., since 1943.

Langsdorf, William Bell, A.B.'31, M.A.'32, Occidental Col.; Ph.D.'36, Univ. of Calif.; Prin. of Pasadena City Col., Pasadena, Calif., since 1950.

Lantz, Robert Earl, B.S.'35, A.M.'38, Ph.D. '41, Univ. of Nebr.; Dist. Supt. of Sch., Lompoc, Calif., since 1953.

Larsen, Ansgar J., A.B.'30, Santa Barbara Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt. Hueneme Elem. Sch. Dist., Port Hueneme, Calif., since 1943.

Lauderbach, John Calvin, B.A.'20, M.A.'31, Ed.D.'48, Univ. of Calif., Los Angeles; Supt. of City Elem. Sch., Chula Vista, Calif., since 1923.

Laugesen, Roy M., A.B.'39, San Francisco State Col.; M.A.'49, Stanford Univ.; Dist. Supt. of Elem. Sch., Mill Valley, Calif., since 1947.

Lawson, Jalmar W., A.B.'28, San Diego State Col.; A.M.'32, Univ. of Southern Calif.; Supt. of Elem. Sch., Ventura, Calif., since 1946.

Lawson, Oliver C., A.B.'26, M.A.'29, Ph.D. '48, Stanford Univ.; Asst. Supt. of Sch., Santa Ana, Calif., since 1948.

Lee, Edwin A., B.S.'14, M.A.'15, Ph.D.'32, Columbia Univ.; Prof. of Educ. and Dean, Sch. of Educ., Univ. of Calif., Los Angeles, Calif., since 1940.

Leonard, John Paul, A.B.'23, Drury Col.; A.M.'27, Ph.D.'29, D.H.L.'54, Columbia Univ.; Pres., San Francisco State Col., San Francisco, Calif., since 1945.

Lewis, Harvey, Jr., Member, since 1944, and Pres., Bd. of Educ., Unified Sch. Dist., San Diego, Calif.

Lewis, James A., B.A.'36, Univ. of Oregon; M.A.'41, Col. of the Pacific; Dist. Supt. of Sch., King City, Calif., since 1948.

Lindsay, Frank B., A.B.'21, Ind. Univ.; A.M.'34, Claremont Col.; Asst. Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1938.

Lockwood, Charles W., A.B.'26, Univ. of Calif., Los Angeles; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Sch., San Jacinto, Calif., since 1944.

Lones, Philip T., A.B.'36, M.A.'41, Univ. of Calif.; Asst. Supt. of City Sch., San Leandro, Calif., since 1952.

Long, H. B., A.B.'25, M.A.'32, Ed.D.'49, Stanford Univ.; Dist. Supt. of Sch., Gilroy, Calif., since 1946.

Long, W. Ralph, B.S.'37, M.S.'47, Univ. of Oregon; Supt., Enterprise Elem. Sch. Dist., Compton, Calif., since 1949.

Long, Watt A., B.A.'24, Pacific Univ.; M.A.'32, Univ. of Oregon; Assoc. Supt. of Sch., San Francisco, Calif.

Loomis, Arthur Kirkwood, A.B.'09, L.H.D. '44, Baker Univ.; A.M.'17, Univ. of Kansas; Ph.D.'26, Tchrs. Col., Columbia Univ.; Educ. Adviser, J-5, HQ, FEC, APO 500, c/o P.M., San Francisco, Calif., since 1947.

Lucas, Frank L., A.B.'41, Univ. of Calif.; Supt. of Sch., San Rafael, Calif., since 1954.

McCammon, Oliver, B.A.'32, Humboldt State Col.; M.A.'36, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Hawthorne, Calif., since 1943.

McCandless, Harry P., A.B.'22, Nebr. Wesleyan Univ.; M.A.'32, Univ. of Southern Calif.; Supt. of Sch., Redondo Beach, Calif., since 1935.

McClintic, Stanley Charles, M.A.'31, Univ. of Southern Calif.; Supt. of Monrovia-Duarte H. S., Monrovia, Calif., since 1948.

McComb, Stuart F., A.B.'32, Ariz. State Col.; M.S.'39, Ed.D.'47, Univ. of Southern Calif.; LL.D.'54, Upper Iowa Univ.; Supt. of Sch., Pasadena, Calif., since 1953.

McConnell, S. W., A.B.'35, Fresno State Col. (Calif.); Dist. Supt. of Elem. Schs., Newman, Calif., since 1928.

McCunn, Drummond J., A.B.'27, Occidental Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Ed.D.'50, Univ. of Calif.; Supt. of Contra Costa Co. Jr. Col. Dist., Martinez, Calif., since 1949.

McDonald, Howard, B.S.'21, Utah State Agrl. Col.; M.A.'25, Ed.D.'49, Univ. of Calif., Berkeley; Pres., Los Angeles City Col. and Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1949.

McDonald, William R., A.B.'34, Chico State Col.; M.S.'48, Ed.D.'54, Univ. of Southern Calif.; Asst. Supt., Centinela Valley Union H. S., Hawthorne, Calif., since 1954.

McIntosh, Donald H., B.A.'16, Occidental Col.; Dist. Supt. of H. S., Colton, Calif., since 1930.

McKay, Henry W., A.B.'33, Univ. of Calif.; M.S.'34, Univ. of Southern Calif.; Deputy Supt. of City Sch., Compton, Calif., since 1950.

McKenzie, Kermit, A.B.'32, Chico State Col. (Calif.); Dist. Supt. of Sch., Guadalupe, Calif., since 1953.

McKibben, Howard J., A.B.'39, Santa Barbara Col.; M.S.'43, Univ. of Southern Calif.; Supt. of South Whittier Sch. Dist., Whittier, Calif., since 1948.

McLaughlin, James O., A.B.'05, A.M.'09, Grove City Col.; Ed.D.'30, Stanford Univ.; Instr. in Sch. Admin., Claremont Grad. Sch., Claremont, Calif., since 1950.

McPherson, H. M., Ed.D.'38, Univ. of Calif.; Dist. Supt. of Sch., Napa, Calif., since 1940.

MacConnell, James D., A.B.'31, Central Mich. Col. of Educ.; M.A.'40, Ed.D.'44, Univ. of Mich.; Assoc. Prof. of Sch. Admin. and Assoc. Dean, Stanford Univ., Stanford, Calif., since 1949.

Mace, William R., B.S. in Ed.'42, Southwest Mo. State Col.; M.E.'46, Univ. of Mo.; Dist. Supt. and Prin., Union H. S. Dist., Corning, Calif., since 1952.

Magee, Lawrence Thomas, B.A.'35, Ariz. State Col., Tempe; M.A.'37, Univ. of Southern Calif.; Dist. Supt. of Sch., Rivera, Calif., since 1948.

Main, Donovan W., B.A.'33, Occidental Col.; Dist. Supt. and Prin., Union H. S., Fillmore, Calif., since 1943.

Malloch, James Morrow, A.B.'17, M.A.'20, Univ. of Calif.; G.Th.'33, Church Divinity Sch. of the Pacific; D.D.'43, Col. of the Pacific; Dean, St. James' Cathedral, since 1937, and Pres., Bd. of Educ., Fresno, Calif.

Mannatt, (Mrs.) Earnestyne W., B.S. in Ed. '30, M.S.'33, Univ. of Southern Calif.; Asst. Supt. of West Elem. Sch. Dist., Los Angeles, Calif., since 1945.

Manning, William R., A.B.'41, San Jose State Col.; M.A.'49, Col. of the Pacific; Dist. Supt. of Sch., Orangevale, Calif., since 1950.

Marks, Robert William, B.A.'41, M.S.'49, Univ. of Omaha; M.A.'53, Ed.D.'54, Tchrs. Col., Columbia Univ.; Prin., Crozier Sch., Inglewood, Calif., since 1954.

Marsee, Stuart E., B.S.'39, M.S.'42, Univ. of Oregon; Ed.D.'47, Univ. of Southern Calif.; Asst. Supt. of Sch. in chg. of Bus. Service, Pasadena, Calif., since 1951.

Martin, Walter G., A.B.'14, Ottawa Univ.; M.A.'16, Univ. of Calif.; Co. Supt. of Sch., Fresno, Calif., since 1945.

Mattox, Clifford J., A.B.'25, Univ. of Wash.; A.M.'39, Stanford Univ.; Asst. Supt. of City Sch., San Bernardino, Calif., since 1945.

Meade, (Mrs.) Agnes Weber, Supt. of Yuba Co. Sch., Marysville, Calif., since 1927.

Melbo, Irving R., A.B.'30, M.A.'32, N. Mex. Western Col.; Ed.D.'34, Univ. of Calif.; Dean, Sch. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1953.

Melendy, Ruth W., M.A.'34, Univ. of Oregon; Supt. of Elem. Sch. Dist., San Carlos, Calif., since 1943.

Merrill, Foster C., A.B.'30, Chico State Col.; M.A.'34, Ed.D.'43, Stanford Univ.; Asst. Supt. of Instr., Unified Sch. Dist., Burbank, Calif., since 1949.

Michell, Forrest C., A.B.'33, M.A.'35, Ed.D. '52, Univ. of Calif., Berkeley; Asst. Supt. of Sch., Oakland, Calif., since 1953.

Miller, Bruce, A.B.'34, San Diego State Col.; M.A.'44, Claremont Col.; Supt. of Sch., Riverside, Calif., since 1951.

Milliken, Daniel B., B.A.'26, Pomona Col.; M.B.A.'28, Harvard Univ.; Supt. of Chaffey Union H. S. and Pres., Chaffey Col., Ontario, Calif., since 1949.

Miner, George D., B.A.'22, Carleton Col.; M.A.'29, Ed.D.'40, Univ. of Calif.; LL.D. '45, Ursinus Col.; Supt. of Sch., Richmond, Calif., since 1949.

Mitchell, R. G., B.A.'26, M.A.'27, Univ. of Calif.; Supt. of Sch., Beverly Hills, Calif.

Mock, Thomas M., B.S. in Ed.'20, Kansas State Tchrs. Col.; M.S.'32, Univ. of Southern Calif.; Prin., Horace Mann Sch., Beverly Hills, Calif., since 1929.

Montgomery, G. Millage, B.S.'13, Oregon State Col.; Assoc. Supt. of Sch., Los Angeles, Calif., since 1944.

Morgan, Edward D., A.B.'36, San Francisco State Col.; Supt. of Sch., Dinuba, Calif., since 1951.

Morgan, Miles Evan, A.B.'15, M.A.'22, Ph.D. '33, Univ. of Wash.; Supt. of City Sch., Santa Monica, Calif., since 1953.

Morphet, Edgar L., A.B.'18, Ind. State Tchrs. Col.; M.A.'26, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.

Morris, A. B., Dist. Supt. of Sch., Castro Valley, Calif., since 1919.

Morris, Perry S., M.S.'35, Univ. of Southern Calif.; Supt., Unified Sch. Dist., Ramona, Calif., since 1952.

Morrisett, Lloyd N., A.B.'17, Univ. of Okla.; M.A.'30, Ph.D.'34, Columbia Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1941.

*Muelder, Wallace Richard, B.S.'46, Western Ill. State Col.; M.S. in Ed.'47, Ed.D. '52, Univ. of Southern Calif.; Asst. Co. Supt. of Sch., Riverside, Calif., since 1950.

Mueller, Frederick Eugene, B.A.'28, Iowa State Tchrs. Col.; M.A.'34, State Univ. of Iowa; Supt. of Sch., San Bernardino, Calif.

Murdock, Forrest G., B.A.'16, State Col. of Wash.; M.Ed.'32, Univ. of Wash.; Pres., El Camino Col., El Camino College, Calif., since 1947.

Murdock, Glenn E., B.A.'28, Univ. of Redlands; M.A.'36, Stanford Univ.; Supt., La Mesa-Spring Valley Elem. Sch. Dist., La Mesa, Calif.

Murphy, Edward V., A.B.'31, Fresno Col.; Supt., Little Lake Sch., Santa Fe Springs, Calif., since 1954.

Murray, Earl, A.B.'18, Whittier Col.; M.A. '28, Ed.D.'53, Univ. of Southern Calif.; Prin. of Burroughs H. S., Kern Co. Union H. S. Dist., and Supt. of China Lake Elem. Sch. Dist., U. S. Naval Ordnance Test Sta., China Lake, Calif., since 1945.

Myers, Arno E., Dist. Supt., Moorpark, Calif.

Myers, Newell Dixon, A.B.'33, Stanford Univ.; M.A.'36, Univ. of Calif.; Dist. Supt. of Sch., Palos Verdes Estates, Calif., since 1939.

Neher, Elmer C., B.S.'31, Univ. of Southern Calif.; Dist. Supt. of Unified Sch. Dist., San Marino, Calif., since 1922.

Neil, James W., Ed.D.'49, Univ. of Calif.; Assoc. Prof. of Educ., Sacramento State Col., Sacramento, Calif., since 1954.

Nelson, Ada Shuman, B.E.'06, Pa. State Tchrs. Col., Bloomsburg; Life Admin.'24, Univ. of Southern Calif.; Dist. Supt. of Sch., Los Nietos, Calif., since 1912.

Nelson, (Mrs.) Myra E. Banta, Master's'29, Univ. of Calif., Los Angeles; Asst. Dist. Supt. of Sch., Los Angeles, Calif., since 1946.

Nelson, Thomas L., B.S.'16, M.A. in Ed.'25, Ed.D.'33, Univ. of Calif.; Supt. of Sch., Berkeley, Calif., since 1945.

Netzley, Byron L., B.A.'33, Whittier Col.; M.A.'53, Univ. of Southern Calif.; Dist. Supt. of Sch., Lemon Grove, Calif., since 1942.

Newcomb, Douglas A., B.S.'18, Univ. of Rochester; M.A.'27, Stanford Univ.; LL.B.'38, Univ. of Southern Calif.; Supt. of Sch., Long Beach, Calif., since 1947.

Nopel, John H., A.B.'35, Chico State Col.; M.A.'41, Univ. of Calif.; Admin. Asst. of City Sch., Chico, Calif., since 1950.

Norby, Theo J., B.S.'35, M.Ed.'39, Univ. of Oregon; Supt. of Unified Sch. Dist., Inglewood, Calif., since 1951.

Northrup, Orville I., A.B., B.E.'39, Univ. of Calif.; Dist. Supt. and Prin. of Union H. S., Tustin, Calif.

Norwood, (Mrs.) Olive A., Calif. Life Diploma'27, Admin. Certif.'44, Fresno State Col.; Dist. Supt., Richgrove, Calif., since 1944.

Nuttall, Drayton B., A.B.'36, M.A.'41, Univ. of Utah; Dir. of Sch. Facilities Survey, State Dept. of Educ., Sacramento, Calif., since 1952.

Odell, William R., B.S., B.A.'27, Univ. of Southern Calif.; M.A.'30, Ph.D.'32, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Stanford Univ., Stanford, Calif., since 1949.

Olson, H. R., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt., Joint Union H. S. Dist., Delano, Calif., since 1932.

Orndorff, Frank C., B.S.'30, Parsons Col.; M.A.'38, State Univ. of Iowa; Asst. Supt. and Bus. Mgr., Unified Sch. Dist., Chino, Calif., since 1947.

O'Rourke, Everett V., A.B.'32, San Francisco State Col.; M.A.'40, Univ. of Calif.; Supt. of Tahoe-Truckee Unified Sch. Dist., Truckee, Calif., since 1949.

Palmer, John H., A.B.'28, Chico State Col.; Supt. of Elem. Sch. Dist., Marysville, Calif., since 1944.

Parks, D. Russell, B.S.'36, M.S.'48, Univ. of Southern Calif.; Dist. Supt. of Sch., Fullerton, Calif., since 1945.

Parks, J. Frank, A.B.'39, M.A.'54, Fresno State Col.; Dist. Supt. of Elem. Sch., Selma, Calif., since 1950.

Parsons, Charles F., A.B.'41, San Jose State Col.; Asst. Supt. of Placer Co. Sch., Auburn, Calif., since 1949.

Parsons, Neil M., A.B.'24, Col. of the Pacific; M.A.'44, Univ. of Calif.; Dist. Supt. of Acalanes H. S., Lafayette, Calif., since 1945.

Pattee, Howard Hunt, B.A.'22, Pomona Col.; M.A.'26, Stanford Univ.; Exec. Secy., Calif. Assn. of Independent Sch., Claremont, Calif., since 1942.

Pence, Edith E., B.A.'12, M.A.'13, Univ. of Calif.; Prin., Lowell H. S., San Francisco, Calif., since 1950.

Peterson, P. Victor, A.B.'17, Iowa State Tchrs. Col.; A.M.'21, Ph.D.'30, Stanford Univ.; Pres., Long Beach State Col., Long Beach, Calif., since 1949.

Potter, (Mrs.) Gladys L., B.E.'27, Univ. of Calif., Los Angeles; M.A.'35, Univ. of Calif., Berkeley; Deputy Supt. of Sch., Long Beach, Calif., since 1947.

Poytress, Frank Harry, A.B.'24, M.A.'25, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Merced, Calif., since 1944.

Price, Hugh Glynn, B.S.'25, Denison Univ.; M.A.'35, Univ. of Chicago; Dir., Ventura Col., Ventura, Calif., since 1953.

Price, Jackson, B.S.'23, Utah State Agrl. Col.; M.A.'49, Univ. of Calif., Berkeley; Dist. Supt. of Shasta H. S. and Jr. Col., Redding, Calif., since 1934.

Pruiett, John L., A.B.'40, Fresno State Col.; Dist. Supt. of Sch., Wasco, Calif., since 1952.

Pulliam, Nolan D., A.B.'25, Central Col.; A.M.'32, Ed.D.'46, Stanford Univ.; Supt. of Sch., Stockton, Calif., since 1951.

Quillen, I. James, A.B.'29, Univ. of Del.; A.M.'32, Ph.D.'42, Yale Univ.; Dean, Sch. of Educ., Stanford Univ., Stanford, Calif., since 1953.

Ramm, Lawrence Robert, A.B.'30, Whitman Col.; M.A.'48, Ed.D.'50, Stanford Univ.; Supt. of Union H. S. Dist., Hayward, Calif., since 1953.

Randall, Robert Warren, B.S.'45, M.A.'53, Univ. of Calif., Berkeley; Dist. Supt. and Prin., Elem. Sch., Milpitas, Calif., since 1953.

Reber, Donald David, B.S.'37, Franklin and Marshall Col.; M.A.'46, Lehigh Univ.; Supt. of Unified Sch. Dist., Lynwood, Calif., since 1953.

Redford, Edward H., B.A.'27, State Col. of Wash.; M.A.'31, Ed.D.'39, Stanford Univ.; Asst. Supt. of Sch. in chg. of Sec. Schs., San Francisco, Calif., since 1950.

Reeves, Claude L., M.A.'27, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1949.

Regier, J. N., M.A.'32, Univ. of Nebr.; Supt. of Sch., San Luis Obispo, Calif., since 1948.

Reid, John Lyon, B.A.'29, M.A.'29, Univ. of Calif.; M.Arch.'31, Inst. of Tech.; Archt., 1069 Market St., San Francisco, Calif., since 1946.

Reinecke, Lawrence W., A.B.'35, Univ. of Calif.; M.A.'42, Stanford Univ.; Coordinator of Sec. Educ., Alameda Co. Sch., Oakland, Calif., since 1945.

Reller, Theodore L., B.S. in Ed.'28, A.M.'30, Univ. of Pa.; Ph.D.'33, Yale Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1948.

Reusswig, James Martin, B.S.'47, Wittenberg Col.; M.A.'50, Univ. of Calif., Berkeley; Dist. Supt. of Sch., Sonora, Calif., since 1953.

Reynolds, T. F., A.B.'27, Western Ky. State Tchrs. Col.; M.A.'52, Stanford Univ.; Supt., Union H. S. Dist., San Mateo, Calif., since 1951.

Rhodes, Alvin E., A.B.'31, San Jose State Col.; M.A.'41, Stanford Univ.; Co. Supt. of Sch., San Luis Obispo, Calif., since 1947.

Roberts, Harold B., Ed.D.'50, Stanford Univ.; Dean of Educ. Serv. and Summer Session, Sacramento State Col., Sacramento, Calif., since 1949.

Roberts, Roland J., A.B.'35, M.A.'45, Univ. of Calif., Berkeley; Dist. Supt., North Monterey Union Sch., Watsonville, Calif., since 1954.

Roberts, W. E., A.B.'33, San Jose State Col.; Supt. of Siskiyou Co. Sch., Yreka, Calif., since 1951.

Robinson, Jack, B.A.'29, Chapman Col.; Supt. of Elem. Sch., Paramount, Calif., since 1949.

Robinson, (Mrs.) Margaret R., Vicepres., Fresno City Bd. of Educ., Fresno, Calif., since 1939.

Roche, (Rev.) Patrick J., Ph.D.'41, Catholic Univ. of America; Asst. Supt. of Catholic Sch., Los Angeles, Calif., since 1946.

Roderick, Donald M., A.B.'34, Chico State Col.; M.A.'38, Ed.D.'46, Stanford Univ.; Supt. of Sch., Alameda, Calif., since 1952.

Rogers, Paul J., A.B.'27, Chapman Col.; Dist. Supt. of Sch., Colton, Calif., since 1944.

Rolff, Everett I., A.B.'33, Univ. of Calif.; Bus. Mgr., Unified Sch. Dist., Vallejo, Calif., since 1947.

Root, Daniel Ornon, B.A.'24, M.A.'27, Univ. of Wyo.; B.S.'28, Black Hills State Tchrs. Col. (S. Dak.); Dist. Supt. of Crystal-Union Elem. Sch., Suisun City, Calif., since 1940.

Ross, John G., B.A.'32, San Jose State Col.; Asst. Supt., Kern Co. Sch., Bakersfield, Calif., since 1943.

Ross, Milton G., B.A.'37, Univ. of Calif., Santa Barbara; Supt. of Sch., Taft, Calif., since 1949.

Rowland, Clyde C., B.S. in Ed.'28, Northwest Mo. State Col.; M.S. in Ed.'33, Univ. of Southern Calif.; Continuation H. S. Tchr., Andrew Jackson H. S., since 1939, and Pres. of H. S. Tchrs. Assn. of Los Angeles, Los Angeles, Calif.

Royse, Clarence W., B.A.'28, Col. of the Pacific; Dist. Supt. of Sch., Oakdale, Calif., since 1942.

Ruppenthal, Bruce M., A.B.'46, Ariz. State Col.; Dist. Supt. of Sch., San Marcos, Calif., since 1950.

Rusk, James H., A.B.'24, M.A.'34, Stanford Univ.; Supt. of National Sch. Dist., National City, Calif., since 1942.

Ryan, Thomas P., A.B.'29, Univ. of Santa Clara; Supt. of East Side Union H. S. and Alum Rock Union Elem. Sch., San Jose, Calif., since 1933.

Salmon, Paul Blair, A.B.'41, Whittier Col.; M.S. in Ed.'49, Univ. of Southern Calif.; Dist. Supt. of Bloomfield Sch., Artesia, Calif., since 1947.

Samuels, Charles T., A.B.'31, M.S. in Ed. '35, Univ. of Southern Calif.; Dist. Supt., East Whittier Sch., Whittier, Calif., since 1938.

Sassarini, Calvin J., A.B.'40, M.A.'52, San Francisco State Col.; Dist. Supt. of Elem. Sch., Sonoma, Calif., since 1949.

Schaefer, Amos E., M.A.'36, Univ. of Southern Calif.; Supt. of Pub. Sch., Coronado, Calif., since 1948.

Scharer, Norman B., A.B.'29, Pasadena Col.; M.A.'35, Univ. of Southern Calif.; Ed.D. '47, Univ. of Calif., Los Angeles; Supt. of Sch., San Gabriel, Calif., since 1953.

Schieber, Frank, B.A.'43, Humboldt Col.; Supt. of Bellevue Union Sch. Dist., Santa Rosa, Calif.

Schlechte, William Paul, M.S. in Ed.'36, Univ. of Southern Calif.; Dist. Supt. of Unified Sch., Vista, Calif., since 1947.

Schnepple, Stanley O., B.A.'41, Stanford Univ.; Supt. of Ravenswood Elem. Sch. Dist., East Palo Alto, Calif., since 1948.

Schoenfeld, Harold, A.B.'37, M.A.'41, Ed.D. '51, Univ. of Calif., Berkeley; Supt. of Elem. Sch. Dist., Decoto, Calif., since 1952.

Schrupp, Manfred H., B.S.'35, M.Ed.'41, Ph.D.'50, Univ. of Minn.; Chmn., Div. of Educ., San Diego State Col., San Diego, Calif., since 1952.

Sears, Jesse Brundage, A.B.'09, Stanford Univ.; Ph.D.'20, Tchrs. Col., Columbia Univ.; Prof. of Educ., Emeritus, Stanford Univ., since 1949. Address: 40 Tevis Pl., Palo Alto, Calif.

*Seidel, Vaughn D., Co. Supt. of Sch., Oakland, Calif.

Selland, Arthur L., Mgr., E. F. Hutton and Co., Fresno Branch, and Member, Bd. of Educ., Fresno, Calif.

Sewell, Nelson B., A.B.'32, M.A.'33, Univ. of Calif.; Prin., Union H. S., Salinas, Calif., since 1942.

Seyler, Louise Wood, A.B.'27, M.A.'38, Ed.D.'45, Univ. of Calif., Los Angeles; Asst. Supt. of Sch., Div. of Elem. Educ., Los Angeles, Calif., since 1946.

Shafer, Paul F., B.A.'21, Pomona Col.; M.Ed.'32, Univ. of Southern Calif.; Litt.D. '48, Univ. of Louisville; Asst. Supt. of Elem. Sch. Dist., Los Angeles, Calif., since 1947.

Shambaugh, Clifford F., A.B.'32, A.M.'36, Colo. State Col. of Educ.; Dist. Supt. of Sch., Downey, Calif., since 1947.

Shaver, Stanley B., A.B.'23, M.A.'24, Pomona Col.; Prin., Union H. S., and Dist. Supt. of Sch., Covina, Calif., since 1946.

Sheldon, Donald R., B.S.'26, Kansas State Tchrs. Col., Pittsburg; M.A.'31, Stanford Univ.; Deputy Supt. of Sch., Stockton, Calif., since 1951.

Shimmin, Irvin A., B.S.'28, Univ. of Calif.; Dist. Supt. of William S. Hart Union H. S., Newhall, Calif.

Shively, Dean L., B.A.'37, Whittier Col.; Supt., Temple Sch. Dist., El Monte, Calif., since 1942.

Simmons, Linton T., B.S.'21, Univ. of Ariz.; M.S.'41, Univ. of Southern Calif.; Orange Co. Supt. of Sch., Santa Ana, Calif., since 1945.

Simpson, Roy E., M.A.'31, Claremont Col.; Litt.D.'48, Chapman Col.; Pd.D.'51, Col. of the Pacific; D.H.L.'53, Col. of Osteopathic Physicians and Surgeons (Calif.); State Supt. of Pub. Instr., Sacramento, Calif., since 1945.

Singer, Jack R., A.B.'31, Univ. of Redlands; M.S.'41, Univ. of Southern Calif.; Supt. of City Sch., Culver City, Calif., since 1947.

Skaggs, Darcy A., A.B.'33, M.A.'40, Ariz. State Col., Tempe; Ed.D.'49, Univ. of Southern Calif.; Supt. of Sch., Baldwin Park, Calif., since 1954.

Smailes, Mabel B., B.Ed.'43, Univ. of Calif., Santa Barbara; Dist. Supt. of El Tejon Union Sch., Lebec, Calif., since 1950.

Smith, Don M., Supt. of Wiseburn Sch. Dist., Hawthorne, Calif., since 1930.

Smith, Gerald A., B.A.'37, M.A.'39, Univ. of Redlands; Dist. Supt. of Sch., Bloomington, Calif., since 1946.

Smith, H. Lawson, A.B.'40, San Jose State Col.; M.A.'49, Ed.D.'53, Stanford Univ.; Dist. Supt. of Sch., Lodi, Calif., since 1954.

Smith, Irving Wright, B.S.'10, Trinity Col.; M.A.'13, Yale Univ.; Ed.M.'27, Harvard Univ.; Consultant in Research and Library Services, P.O. Box 1352, Richmond, Calif.

Smith, Lewis F., Ph.B.'31, Univ. of Wis.; M.A.'40, Ohio State Univ.; Dist. Supt. of Sch., Grossmont, Calif., since 1944.

Smith, Mary Catherine, A.B.'31, San Diego State Col.; Pres., San Diego Tchrs. Assn., San Diego, Calif., since 1952.

Smith, W. Max, A.B.'34, Fresno State Col.; M.S.'35, Univ. of Southern Calif.; Supt. of City Sch. Dist., Merced, Calif., since 1932.

*Spaulding, Frank E., A.B.'89, LL.D.'20, Amherst Col.; A.M., Ph.D.'94, Leipzig Univ., Germany; A.M.'20, Yale Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., Yale Univ., since 1935. Address: Casa de Manana, La Jolla, Calif.

Spears, Harold, A.B.'24, Wabash Col.; M.A. '31, Ed.D.'39, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., San Francisco, Calif.

Spencer, Edward M., B.S.'24, Iowa State Col.; M.A.'37, Ph.D.'40, State Univ. of Iowa; Educ. Dept., Fresno State Col., Fresno, Calif., since 1950.

Spiess, Henry R., A.B.'21, Willamette Univ.; A.M.'31, Stanford Univ.; Supt. of Sch., Antioch-Live Oak Unified Sch. Dist., Antioch, Calif., since 1942.

Spinas, Andrew, A.B.'30, Humboldt State Col.; Supt. of City Elem. Sch. Dist., Redwood City, Calif., since 1937.

Stafford, Gordon, Archt., 1024½ J St., Sacramento, Calif.

Stanton, Robert, Archt., A.I.A., State of Calif., Carmel, Calif., since 1934.

Starr, (Mrs.) Irene W., A.B.'33, Univ. of Wash.; Dir. of Special Educ., Co. Sch., San Luis Obispo, Calif., since 1952.

Steed, Eli R., B.A.'35, Brown Univ.; Dist. Supt. of Sch., Barstow, Calif., since 1944.

Stephens, William Siebert, A.B.'32, Adm. '36, Chico State Col. (Calif.); Supt. of Elem. Sch., Redding, Calif., since 1942.

Stevens, A. C., Jr., Dist. Supt. of Sch., Sunnyvale, Calif., since 1944.

Stockton, Jesse D., A.B.'20, Univ. of Calif., Berkeley; Kern Co. Supt. of Sch., Bakersfield, Calif., since 1947.

*Stoddard, Alexander Jerry, B.S.'22, LL.D. '40, Univ. of Nebr.; A.M.'24, Columbia Univ.; Ed.D.'32, R. I. Col. of Educ.; L.H.D.'39, Beaver Col.; LL.D.'39, Temple Univ.; L.H.D.'40, Univ. of Pa.; LL.D.'47, Bucknell Univ.; Pres., Dept. of Superintendence, 1935-36; Honorary Life Member, American Assn. of Sch. Admin.; Chmn., Educ. Policies Commn., 1936-46; Supt. of Sch., Los Angeles, Calif., 1948-54 (retired).

Stokesbary, Maurice R., M.S.'35, Univ. of Southern Calif.; Supt. of Sch., Alhambra, Calif., since 1954.

Stone, Charles W., Pres., Bd. of Educ., San Leandro Unified Sch. Dist. of Alameda Co., San Leandro, Calif.

Stone, Gladys, Monterey Co. Supt. of Sch., Salinas, Calif.

Stoops, Emery, A.B.'30, Univ. of Colo.; M.A.'34, Ed.D.'41, Univ. of Southern Calif.; Assoc. Prof. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1953.

Stowers, Cecil B., B.S.'42, Central State Col. (Okla.); M.S.'51, Univ. of Southern Calif.; Dist. Supt. of Carmenita Schs., Norwalk, Calif., since 1951.

Sullivan, J. Graham, A.B.'30, Stanford Univ.; M.A.'50, Univ. of Calif.; Asst. Supt. and Dir. of Curriculum, Contra Costa Jr. Col. Dist., Martinez, Calif., since 1950.

Swain, Carl C., M.A.'18, Columbia Univ.; LL.D.'40, St. Olaf Col.; Pres., State Tchrs. Col., Minot, N. Dak., 1938-54 (retired). Address: 550 McPherson Ave., La Habra, Calif.

Taber, Theron S., Jr., A.B.'27, M.A.'28, Stanford Univ.; Deputy Supt. of Kern Co. Union H. S. Dist., Bakersfield, Calif., since 1945.

Tait, Frank G., A.B.'33, San Diego State Col.; Dir. of Personnel, Unified Sch. Dist., San Diego, Calif., 1944-48 and since 1952.

Tallman, Norman O., A.B.'31, Occidental Col.; M.A.'36, Ed.D.'51, Univ. of Southern Calif.; Asst. Supt. of Unified Sch. Dist., Montebello, Calif., since 1947.

Taylor, John Walter, A.B.'31, Univ. of Calif.; Mendocino Co. Supt. of Sch., Ukiah, Calif., since 1935.

Thecla, Sister Mary, B.A.'41, Immaculate Heart Col.; M.A.'46, Ph.D.'52, Catholic Univ. of America; Pres., Immaculate Heart Col., Los Angeles, Calif., since 1951.

Thomas, F. M., A.B.'31, Humboldt State Col.; Prin., since 1946, and Dist. Supt., Elem. Sch. Dist., Rohnerville, Calif., since 1951.

Thomas, Lewis Ambrey, B.A.'21, M.S. in Ed.'36, Univ. of Idaho; Assoc. Field Rep., U. S. Office of Educ., San Francisco, Calif., since 1954.

Thomason, Joseph A., B.S.'30, M.S.'30, Univ. of Idaho; Dist. Supt. of Sch., North Fork, Calif., since 1935.

Thompson, Byron E., A.B.'33, Univ. of Redlands; Dist. Supt. of Sch., El Monte, Calif., since 1947.

*Thompson, Carroll W., A.B.'23, Chapman Col.; A.M.'25, B.D.'27, Univ. of Southern Calif.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Prin., Evening H. S., Glendale, Calif.

Thornton, James W., Jr., Ph.D.'41, Stanford Univ.; Vicepres., Orange Coast Col., Costa Mesa, Calif.

Thrall, C. Burton, Co. Supt. of Sch., San Bernardino, Calif.

Thyberg, Clifford S., B.A.'35, Whittier Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Dist. Supt. of West Covina Sch., Covina, Calif., since 1948.

Tibby, (Mrs.) Ardella Bitner, A.B.'22, M.A. '28, Univ. of Southern Calif.; Supt. of Sch., Compton, Calif., since 1934.

Tierney, (Mrs.) Hallie M., B.A.'10, Lawrence Col.; Modoc Co. Supt. of Sch., Alturas, Calif., since 1935.

Tindill, Charles Augustus, A.B.'39, Whittier Col.; Asst. Supt. of Sch. in chg. of Curriculum, Baldwin Park, Calif., since 1953.

Tiner, Hugh M., A.B.'29, Abilene Christian Col.; M.A.'29, Stanford Univ.; Ph.D.'44, Univ. of Southern Calif.; Pres., George Pepperdine Col., Los Angeles, Calif., since 1939.

Toddhunter, Lawrence E., M.A.'36, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1950.

Tormey, James R., B.A.'32, San Jose State Col.; M.A.'51, Stanford Univ.; San Mateo Co. Supt. of Sch., Redwood City, Calif., since 1950.

Triggs, Dean E., A.B.'33, Whittier Col.; M.S.'48, Univ. of Southern Calif.; Co. Supt. of Sch., Ventura, Calif., since 1944.

Trillingham, Clinton C., A.B.'21, Southwestern Col.; A.M.'31, Ed.D.'33, Univ. of Southern Calif.; Co. Supt. of Sch., Los Angeles, Calif., since 1942.

Trombetta, J. C., M.A.'31, Stanford Univ.; Asst. Supt. of Sch., Fresno, Calif., since 1948.

Turner, George W., Member, Bd. of Educ., Fresno, Calif., since 1938.

Turner, Rex Hardin, B.A.'24, State Col. of Wash.; M.A.'28, Stanford Univ.; Ed.D.'36, Univ. of Calif., Berkeley; Asst. Supt. of Sch. in chg. of Jr. and Sr. H. S., since 1946, and Dir. of Adult Educ. and the Jr. Col., Oakland, Calif., since 1954.

Turner, Thomas R., Supt. of Unified Sch. Dist., Pacific Grove, Calif.

Twist, Dwight E., A.B.'37, Univ. of Redlands; M.A.'38, Ed.D.'52, Univ. of Calif.; Supt. of City Sch., Petaluma, Calif., since 1952.

*Tyler, Ralph W., A.B.'21, Doane Col.; A.M.'23, Univ. of Nebr.; Ph.D.'27, Univ. of Chicago; Dir., Center for Advanced Study in the Behavioral Sciences, Stanford, Calif., since 1954.

Ulrich, Robert P., B.A.'28, Ohio Wesleyan Univ.; M.A.'33, Ohio State Univ.; Dist. Supt. of Elem. Sch., Mojave, Calif., since 1950.

Vanderveer, Lonnie T., B.S.'28, Southwestern State Col. (Okla.); M.Ed.'39, Okla. Univ.; Head, Dept. of Educ., George Pepperdine Col., Los Angeles, Calif., since 1951.

Van Dyke, Willard H., B.S.'25, Oregon State Col.; M.A.'47, Ed.D.'54, Univ. of Calif.; Prof. of Educ., Long Beach State Col., Long Beach, Calif., since 1953.

Vaniman, Glenn G., A.B.'29, LaVerne Col.; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Citrus Union H. S. and Jr. Col., Azusa, Calif., since 1944.

Van Matre, (Mrs.) Clara E., Calif. Elem. Life Diploma '29; Trinity Co. Supt. of Sch., Weaverville, Calif., since 1931.

Varner, Leo, B.A.'38, Howard Payne Col.; M.A.'52, Univ. of Southern Calif.; Supt. of Sch., San Clemente, Calif., since 1945.

Vasche, Joseph Burton, A.B.'31, San Jose State Col.; M.A.'35, Ed.D.'47, Stanford Univ.; Assoc. Supt. of Pub. Instr. and Chief, Div. of State Colleges and Tchr. Educ., State Dept. of Educ., Sacramento, Calif., since 1952.

Walker, A. Glenwood, B.S. in Ed.'38, Pa. State Tchrs. Col.; Ed.M.'40, Univ. of Pittsburgh; Ed.D.'46, Tchrs. Col., Columbia Univ.; Dir., Pacific Coast Office, Educ. Testing Serv., Los Angeles, Calif.

Walker, A. Roland, A.B.'32, Fresno State Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Admin. Asst. to Supt. of Sch., Pasadena, Calif., since 1953.

Walker, Elmer M., A.B.'28, Univ. of Calif.; M.A.'52, Univ. of Southern Calif.; Dist. Supt. of Sch., Lakeside, Calif., since 1946.

Walker, Robert Edwin, B.S.'34, Pa. State Tchrs. Col., Slippery Rock; M.A.'40, Univ. of Pittsburgh; Supt. of Bonita Union H. S. Dist., La Verne, Calif.

Walter, Robert Bruce, B.S. in Ed.'29, M.S. in Ed.'39; Ed.D.'51, Univ. of Southern Calif.; Chief Deputy Co. Supt. of Sch., Los Angeles, Calif., since 1942.

Walters, Paul E., A.B.'36, Fresno State Col.; Dist. Supt. of Union Elem. Sch., Soquel, Calif., since 1945.

Wampler, W. Norman, A.B.'29, Intermountain Union Col.; A.M.'32, Univ. of Wash.; Ph.D.'46, Univ. of Southern Calif.; Supt. of Sch., Bellflower, Calif., since 1946.

Wann, Loren Aldis, A.B.'36, San Jose State Col.; M.A.'48, Stanford Univ.; Dist. Supt. and Prin., Armijo Union H. S. Dist., Fairfield, Calif., since 1951.

Warburton, T. Stanley, B.A.'32, Pomona Col.; M.A.'33, Claremont Col.; Supt. of Union H. S., Jr. Col., and Adult Educ. Program, Fullerton, Calif.

Ward, E. W., Supt. of Alameda Sch. Dist., Downey, Calif., since 1923.

Ward, (Mrs.) Ethel S., Asst. Supt. of Alameda Co. Sch., Piedmont, Calif.

Washburn, David M., B.S.'32, M.S.'33, Oregon State Col.; Supt. of Memorial Union H. S. Dist., Moorpark, Calif., since 1953.

Weakley, Guy A., A.B.'20, Baker Univ.; Dist. Supt. of Elem. Sch., H. S., and Jr. Col., El Centro, Calif.

Weibel, H. Z., B.S.'32, M.A.'36, Univ. of Nebr.; Supt., Jefferson Elem. Sch. Dist., Daly City, Calif., since 1951.

Weller, Louise, A.B.'29, San Diego State Col.; M.A.'32, Univ. of Southern Calif.; Prin. of Benjamin Franklin Sch., San Diego, Calif., since 1929.

Wennerberg, Carl Herbert, A.B.'37, Univ. of Redlands; Supt., Union H. S. Dist., Whittier, Calif., since 1949.

West, Guy A., A.B.'24, N. Mex. State Tchrs. Col.; M.A.'28, Univ. of Colo.; Ed.D.'31, Univ. of Calif., Berkeley; Pres., Sacramento State Col., Sacramento, Calif., since 1947.

Wheeler, (Mrs.) Geraldine R., A.B.'41, Fresno State Col.; Member, Bd. of Educ., Fresno, Calif., since 1949.

Whinnery, John Carroll, A.B.'32, Univ. of Calif., Los Angeles; M.A.'34, Occidental Col.; Supt. of Sch., Montebello, Calif., since 1945.

White, Burdette E., B.S.'38, M.S.'39, Univ. of Calif.; Supt. and Prin. of Union H. S., Perris, Calif., since 1953.

White, George V., A.A.'23, San Jose State Col.; A.B.'28, Stanford Univ.; Dist. Supt. of Elem. Sch., Burlingame, Calif., since 1945.

Wiemers, Lawrence A., B.S. in Ed.'34, Nebr. Wesleyan Univ.; M.S. in Ed.'43, Univ. of Southern Calif.; Dist. Supt., Union H. S., Oxnard, Calif., since 1948.

Wiggins, Charles W., Supt., Sonoma Co. Sch., Santa Rosa, Calif., since 1942.

Willey, Walter O., M.A.'42, Univ. of Calif., Los Angeles; Prin., El Rodeo Elem. Sch., Beverly Hills, Calif., since 1936.

Willhoit, A. J., Dist. Supt. of Sch., Fontana, Calif.

Williams, James H., B.A.'29, Hardin-Simmons Univ.; M.S.'34, Ed.D.'43, Univ. of Southern Calif.; Deputy Supt. of City Sch., Richmond, Calif., since 1950.

Williams, Joseph Post, A.B.'33, Univ. of Colo.; M.A.'52, Stanford Univ.; Supt. of Tulare Co. Sch., Visalia, Calif., since 1949.

Willson, Irwin A., B.S.'30, Univ. of N. Dak.; M.A.'40, Univ. of Denver; Supt., Fall River Jt. Unified Sch. Dist., Fall River Mills, Calif., since 1953.

Wilson, Bryan O., B.A.'28, Univ. of Mont.; M.A.'36, Univ. of Calif.; Contra Costa Co. Supt. of Sch., Martinez, Calif., since 1932.

Wilson, Glen Albert, A.B.'37, M.A.'40, Occidental Col.; Dist. Supt. of Sch., Puente, Calif., since 1953.

Wilson, James H., A.B.'13, Sterling Col.; A.M.'28, Univ. of Chicago; Coordinator of Curriculum, Vista H. S., Vista, Calif., since 1952.

Wilson, William M., A.B.'27, Univ. of Calif.; Supt., Nevada Union H. S. Dist., Grass Valley, Calif., since 1952.

Wolfson, Leo, B.S.'27, Univ. of Ariz.; M.S. '33, Univ. of Southern Calif.; Dist. Supt. of Joint Union H. S. Dist. and Reedley Col., Reedley, Calif., since 1950.

Wollen, Lloyd P., B.S.'31, Kansas State Tchrs. Col.; Prin. and Dist. Supt. of Sch., Bishop, Calif., since 1949.

Wolzak, Heiltje, Mono Co. Supt. of Sch., Bridgeport, Calif., since 1950.

Wood, Lloyd K., B.S.'25, M.A.'31, Ph.D.'51, Univ. of Calif., Berkeley; Supt. of Sch., Santa Rosa, Calif., since 1941.

Woodruff, Lloyd Booth, M.A.'48, Univ. of Southern Calif.; Pres., Affiliated Tchr. Organizations of Los Angeles, Los Angeles, Calif., since 1953.

Wright, Frank Moore, A.B.'16, Whittier Col.; M.A.'30, Ed.D.'50, Univ. of Southern Calif.; Assoc. State Supt. of Pub. Instr., Sacramento, Calif., since 1947.

Wright, George C., B.A.'29, N. Dak. State Tchrs. Col., Valley City; M.A.'36, Northwestern Univ.; Coordinator, San Quentin State Prison, Marin Jr. Col., San Rafael, Calif., since 1954.

Wright, Henry L., Kistner, Wright and Wright, 816 W. 5th St., Los Angeles, Calif.

Wynn, William J., B.A.'47, Univ. of Calif., Los Angeles; Dist. Supt. of Elem. Sch., Big Bear Lake, Calif., since 1947.

Youngs, Grant Barton, A.B.'29, Univ. of Calif., Berkeley; Asst. Supt., Plumas Co. Unified Sch. Dist., Quincy, Calif., since 1949.

Ziegler, Walter J., A.A.'38, Fullerton Jr. Col. (Calif.); A.B.'41, Santa Barbara Col.; Supt. of Reef-Sunset Union Elem. Sch. Dist., Avenal, Calif., since 1945.

INSTITUTIONAL MEMBERS

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Chico State Col., Library, Chico, Calif.

Division of Library and Textbook Activities, H. S., 1205 W. Pico Blvd., Los Angeles, Calif.

Fresno State Col., Library, Fresno, Calif.

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Library, Tulare Co. Schs., 204 N. Church St., Visalia, Calif.

Library, Univ. of Southern Calif., Los Angeles, Calif.

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Roosevelt Sch., Burlingame, Calif.

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Santa Maria Union H. S. Dist., Santa Maria, Calif.

Supt., San Diego Co. Sch., 209 Civic Center, San Diego, Calif.

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Tchrs. Prof. Library, Kern Co. Union H. S. Dist., Bakersfield, Calif.

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Westwood Junior and Senior High School, Lassen Co., Westwood, Calif.

CANAL ZONE

Dubbs, Charles A., B.A.'40, M.A.'42, Ball State Tchrs. Col. (Ind.); Dir. of Sec. Educ., Canal Zone Sch., Balboa Heights, Canal Zone, since 1953.

Esser, Sigurd E., B.A.'25, Concordia Col.; M.S.'33, Univ. of N. Dak.; Supt. of Canal Zone Sch., Balboa, Canal Zone, since 1953.

COLORADO

Allen, Herbert E., B.A.'30, Nebr. State Tchrs. Col., Chadron; M.A.'36, Colo. State Col. of Educ.; Supt. of Consol. Sch. Dist. 2, Rifle, Colo., since 1948.

Anderson, A. Helen, A.B.'14, A.M.'31, Univ. of Denver; Dir. of Publications, Pub. Sch., Denver, Colo., since 1929.

Anderson, Ruth H., Prin. of Gove Jr. H. S., Denver, Colo.

Andreas, William C., M.A.'46, Western State Col. of Colo.; Supt. of Sch., Buena Vista, Colo., since 1951.

Angevine, Merrill L., A.B.'27, M.A.'36, Univ. of Denver; Supt. of Sch., Dist. 52, Lafayette, Colo., since 1934.

Armstrong, Charles E., Jr., B.S.'31, Colo. Col.; M.A.'49, Univ. of Denver; Ed.D.'52, Columbia Univ.; Supvr. of Engineering Dept., Pub. Sch., Denver, Colo., since 1948.

Arnold, Leta, Prin., Fairview Elem. Sch., Denver, Colo.

Asfahl, William D., M.A.'27, Univ. of Okla.; M.A.'30, Univ. of Colo.; Ed.D.'44, Tchrs. Col., Columbia Univ.; Dir., Rocky Mountain Educ. Consulting Serv., Denver, Colo.

Babitz, Barto, B.Ed.'39, Southern Ill. Univ.; M.A.'40, Univ. of Ill.; M.Sc. in Ed.'46, Western Ill. State Tchrs. Col.; Supt. of City Sch., Florence, Colo., since 1954.

Bader, Ernest H., B.S.'15, Colo. A. and M. Col.; M.S.'32, Univ. of Colo.; Supt. of Sch., Crawford, Colo., since 1953.

Bain, Francis M., A.B.'30, Univ. of Colo.; Member, Bd. of Educ., Denver, Colo., since 1949.

Baird, Dwight C., B.S.'28, Colo. A. and M. Col.; M.S.'36, Univ. of Colo.; Pres., Trinidad State Jr. Col., Trinidad, Colo., since 1946.

Barbiero, Samuel M., A.B.'39, Colo. State Col.; M.A.'44, Univ. of Colo.; Supt. of Sch. Dist. 29, Louisville, Colo., since 1944.

Barrett, Lawrence Adams, B.S.'25, Kansas State Tchrs. Col., Pittsburg; M.S.'29, Univ. of Colo.; Ph.D.'41, McKinley Roosevelt Foundation; Supt. of Sch., Dist. 7, Salida, Colo., since 1941.

Baumunk, Lowell, Supt. of Sch. Dist. 1, Yuma, Colo., since 1952.

Baxter, Dave, A.B.'41, M.A.'45, Western State Col. of Colo.; Supvr., Maintenance and Transportation, Delta Co. Joint Sch. Dist. 50, Hotchkiss, Colo., since 1948.

Becker, Ray F., B.A.'45, Washburn Univ.; M.A.'52, Colo. State Col. of Educ.; Supt. of Sch., Primero Pub. Sch., Segundo, Colo., since 1951.

Bennett, Charles Willis, A.B.'39, M.A.'46, Colo. State Col. of Educ.; Supt. of Sch. Dist. 1, Saguache, Colo., since 1943.

Bethke, Paul G., M.A.'48, Colo. State Col. of Educ.; Supt. of Sch. Dist. 62, Timnath, Colo., since 1947.

Bishop, William E., A.B.'31, Cotner Col.; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Engelwood, Colo., since 1953.

Black, Lorenzo George, A.B.'24, Grand Island, Nebr.; A.M.'32, Colo. State Col. of Educ.; Supt. of Sch. Dist. 31, Cheraw, Colo., since 1951.

Boltz, Idris K., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'36, Colo. State Col. of Educ.; Supt. of Mesa Co. Valley Sch. Dist. 51, Grand Junction, Colo., since 1943.

Boss, Henry T., B.A.'40, Lawrence Col.; M.Ed.'46, Harvard Univ.; Grad. Student, Colo. State Col. of Educ., Greeley, Colo., since 1954.

Braun, Louis H., A.B.'30, A.M.'31, Colo. State Col. of Educ.; Ed.D.'53, Columbia Univ.; Admin. Dir. of Instr., Pub. Sch., Denver, Colo., since 1952.

Britton, Russell K., B.S.'35, M.S.'40, Colo. A. and M. Col.; Admin. Dir. of Instr., Pub. Sch., Denver, Colo., since 1944.

Brown, A. A., A.B.'21, Wheaton Col.; M.A.'26, Univ. of Colo.; Supt. of Sch. Dist. 6, Littleton, Colo., since 1946.

Bruce, James H., Centennial Sch. Supply Co., Box 5224, Denver, Colo.

Brumfield, Carl A., A.B.'23, M.A.'25, Colo. Col.; Supt. of Consol. Sch. Dist. 8, Monte Vista, Colo., since 1925.

Bruns, (Mrs.) Mary J., A.B.'26, M.A.'50, Univ. of Denver; Prin. of Stedman Sch., Denver, Colo., since 1946.

Bundy, W. Wilson, A.B.'36, M.A.'40, Univ. of Colo.; Supt. of Sch. Dist. 14, Manitou Springs, Colo., since 1946.

Bunner, Ray, B.A.'34, Western State Col. of Colo.; M.A.'46, Colo. State Col. of Educ.; Supt. of Yuma Co. H. S., and Sch. Dist. 2, Wray, Colo., since 1949.

Burbank, Natt B., A.B.'25, Univ. of Vt.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch. Dist. 3, Boulder, Colo., since 1949.

Burkhard, Elmer L., M.A.'41, Colo. State Col. of Educ.; Supt. of Sterling and Logan Co. H. S., Sterling, Colo., since 1953.

Bush, Norris F., B.S. in Ed.'26, Central Mo. State Tchrs. Col.; M.A.'37, Univ. of Denver; Dir. of Special Educ., Pub. Sch., Denver, Colo., since 1952.

Butler, Leo Williams, A.B.'27, M.A.'31, Colo. State Col. of Educ.; Supt. of Sch. Dist. 8, Fort Lupton, Colo., since 1935.

Canode, Willard A., B.S.'37, James Millikin Univ.; M.A.'43, Mont. State Univ.; Supt. of Sch., Durango, Colo., since 1952.

Carlson, C. J., Centennial Sch. Supply Company, 3012 Huron, Denver, Colo.

Carson, (Mrs.) Esther D., A.A., Colo. State Col. of Educ. Address: Elizabeth, Colo.

Cavanaugh, Elizabeth, B.A.'48, Colo. State Col. of Educ.; Lake Co. Supt. of Sch., Leadville, Colo., since 1951.

Chamney, John S., M.A.'50, Colo. Col.; Supt. of Cheyenne Mt. Sch., Colorado Springs, Colo., since 1951.

Chase, Merle V., B.S.'32, M.S.'37, Kansas State Col. of Agr. and Applied Science; Supt. of Sch. Dist. 4 and Co. H. S., Walsenberg, Colo., since 1947.

Cole, Alton, M.Ed.'40, Univ. of Okla.; Supt., Telluride Sch. Dist. 1, Telluride, Colo., since 1949.

Coy, S. Clay, A.B.'31, Nebr. State Tchrs. Col., Peru; M.A.'39, Univ. of Nebr.; Supt. of Sch., Berthoud, Colo., since 1953.

Dale, Gilbert Ralston, B.A.'25, Southwestern State Col.; M.A.'36, Univ. of Ark.; M.Ed. '43, N. Y. Univ.; M.A.'44, Columbia Univ.; Ed.D.'46, Univ. of Mo.; Chmn., Div. of Social Studies, Adams State Col., Alamosa, Colo., since 1946.

Davis, Charles H., Jr., A.B.'33, M.A.'40, Univ. of Nebr.; Supt. of Sch. Dist. 60, Pueblo, Colo., since 1952.

Davis, (Mrs.) Frances R., A.B.'41, Univ. of Denver; Prin., Beach Ct. Sch., Denver, Colo., since 1941.

Douglass, Harl R., A.B.'15, M.A.'21, Univ. of Mo.; Ph.D.'27, Stanford Univ.; Dir., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.

Dunning, Howard, B.A.'37, Northwestern State Col. (Okla.); M.A.'49, Western State Col. of Colo.; Supt. of Cripple Creek-Victor Sch. Dist. 1, Cripple Creek, Colo., since 1950.

Edwards, Walter L., B.S.'34, Iowa Wesleyan Col.; M.A.'50, Univ. of Iowa; Supt. of Sch. Dist. 30, Estes Park, Colo., since 1952.

Ehrenkrook, Wymond J., A.B.'37, M.A.'46, Univ. of Denver; Prin., East H. S., Denver, Colo., since 1952.

Evans, E. F., M.A.'31, Univ. of Mich.; Supt. of Sch., Alamosa, Colo., since 1942.

Filinger, Charles J., B.S.'20, Kansas State Tchrs. Col., Emporia; M.A.'32, Univ. of Colo.; Supt. of Joint Sch. Dist. 1, Basalt, Colo., since 1951.

FitzSimmons, Warren B., A.B.'40, M.A.'45, Colo. Col.; Supt. of Sch., Adams City, Colo., since 1947.

Fowler, Homer, M.A.'41, Colo. State Col. of Educ.; Supt. of Joint Sch. Dist. 26, Fowler, Colo., since 1949.

Franzen, Carl B., A.B.'36, Nebr. State Tchrs. Col., Kearney; M.A.'39, Univ. of Colo.; Supt. of Sch. Dist. 3, Fort Morgan, Colo., since 1952.

Garrison, Lloyd A., A.B.'26, M.A.'32, Colo. State Col. of Educ.; Ph.D.'40, Yale Univ.; Prof. of Educ., since 1946, Dean of the Grad Col. and Dir. of the Sch. of Educ., Univ. of Denver, Denver, Colo., since 1949.

Gibson, Ralph, American Sch. Supply Co., Denver, Colo.

Gilbreath, Ellis W., B.A. in Ed.'47, Central State Col. (Okla.); M.A.'51, Colo. State Col. of Educ.; Supt. of Consol. Sch., Pritchett, Colo., since 1951.

Gilchrist, John A., A.B.'28, Colo. State Col. of Educ.; M.A.'34, Univ. of Colo.; Supt. of Moffat Co. H. S. and Pub. Sch. Dist. 5, Craig, Colo., since 1948.

Glendinning, Katherine S., B.S.'26, M.A. '48, Tchrs. Col., Columbia Univ.; Elem. Prin., Bryant-Webster Sch., Denver, Colo., since 1949.

Grant, John A., B.S.'14, M.Ed.'45, Colo. A. and M. Col.; Supt. of Co. H. S., Julesburg, Colo., since 1945.

Greear, Harold L., B.S.'28, M.S.'29, Colo. A. and M. Col.; Supt. of Union H. S., Yampa, Colo., since 1949.

Grieder, Calvin, B.A.'27, Univ. of Dubuque; M.A.'36, Ph.D.'38, State Univ. of Iowa; Prof. of Sch. Admin., Col. of Educ., Univ. of Colo., Boulder, Colo., since 1940.

Grimes, Leslie K., A.B.'22, A.M.'34, Univ. of Mo.; Ed.D.'44, Wash. Univ.; Supt. of Sch. Dist 6, Greeley, Colo., since 1951.

Hall, Robert M., B.S.'43, Sterling Col.; M.Ed.'49, Univ. of Colo.; Supt. of Sch., Hayden, Colo., since 1954.

Hardin, Lara M., B.Ed.'25, Ill. State Normal Univ.; M.S.'31, Univ. of Ill.; Supt. of Sch., Haxtun, Colo., since 1952.

Hatcher, William H., M.A.'48, Colo. State Col. of Educ.; B.A.'33, Nebr. State Tchrs. Col., Peru; Supt. of Sargent Consol. Sch. Dist. 3, Monte Vista, Colo., since 1952.

Heacock, Elizabeth H., Prin., Smedley Elem. Sch., Denver, Colo.

Heath, Lois B., A.B.'27, Univ. of Denver; Member, Bd. of Educ., Denver, Colo., since 1951.

Hinderman, Roy A., B.S.'28, Univ. of Minn.; M.S.'29, Ph.D.'38, Univ. of Wis.; Asst. Supt. of Sch. in chg. of Sec. and Adult Educ., Denver, Colo., since 1946.

Holm, Peter C., A.B.'20, Colo. Col.; M.A. '27, Univ. of Denver; Asst. Supt. of Sch., Denver, Colo., since 1950.

Homsher, Ruth Ann, A.B.'30, Colo. State Col. of Educ.; M.A.'50, Univ. of Denver; Prin. of Cory Elem. Sch., Denver, Colo., since 1947.

Hopper, J. Victor, B.Ed.'41, Western Ill. State Col.; M.A.'47, Stanford Univ.; Asst. Prof. of Educ., Colo. Col., Colorado Springs, Colo., since 1951.

Hughes, Mary E., A.B.'31, Univ. of Denver; A.M.'36, Columbia Univ.; Prin., Emerson Elem. Sch., Denver, Colo., since 1952.

Igo, Henry J., M.S.'29, Colo. A. and M. Col.; Supt. of Sch. Dist. 1, Glenwood Springs, Colo., since 1948.

Inman, Gideon W., M.A.'28, Univ. of Colo.; 111 E. 5th St., La Junta, Colo.

Janowski, Stanley Florian, B.A.'50, Northland Col. (Wis.); M.A.'52, Colo. State Col. of Educ.; Supt. of Consol. Sch., Dist. 46, Weld Co., Carr, Colo., since 1952.

Johnson, Robert H., B.S.'43, Ala. State Tchrs. Col., Livingston; M.A.'48, Univ. of Ala.; Ed.D.'52, Colo. State Col. of Educ.; Supt. of Sch., Jefferson Co. Sch. Dist. R-1, Lakewood, Colo., since 1954.

Kamm, M. G., American Sch. Supply Co., Denver, Colo.

Kantor, Leon L., B.S.'46, Bowling Green State Univ.; M.Ed.'47, Springfield Col.; Supt. of Reorganized Sch. Dist. 13, Wiley, Colo., since 1951.

Kaupp, (Mrs.) Eugenia, Prin. of Baker Jr. H. S., Denver, Colo.

Keath, Mary Lee, B.S. in Genl. Sc.'26, Kansas State Col. of Agr. and Applied Science; B.S. in Lib. Sc.'30, Columbia Univ.; Dir., Dept. of Lib. Serv., Pub. Sch., Denver, Colo., since 1946.

Kettle, Frances E., B.S.'17, Colo. A. and M. Col.; Custer Co. Supt. of Sch., Westcliffe, Colo., since 1948.

Kimmel, (Mrs.) Grace G., A.B.'34, M.A.'44, Univ. of Denver; Prin. of Alcott Elem. Sch., Denver, Colo., since 1947.

Kunsmiller, Dorothea, B.A.'47, Univ. of Denver; Member, Bd. of Educ., Denver, Colo., since 1931, and Vicepres., since 1951.

Lackemann, Luise M., A.B.'38, Denver Univ.; Prin., Steck Elem. Sch., Denver, Colo., since 1948.

Latimer, Charles W., B.A.'41, Southwestern State Col. (Okla.); Supt. of Cache La Poudre Sch., La Porte, Colo., since 1953.

Leake, James D., A.B.'25, B.S.'25, Drury Col.; M.A.'30, Univ. of Colo.; Ed.D.'49, Univ. of Denver; Supvr., Evaluation and Testing, Pub. Sch., Denver, Colo., since 1951.

Lefebvre, V. L., B.S.'48, Minn. State Tchrs. Col., Bemidji; M.A.'51, Colo. State Col. of Educ.; Supt. of Washington Co. H. S. System, Akron, Colo., since 1953.

Lesher, D. B., A.B.'21, Colo. Col.; M.A.'33, Univ. of Denver; Ed.D.'46, Colo. State Col. of Educ.; Supt. of Sch. Dist. 5, Fort Collins, Colo., since 1944.

Lester, Vincil S., M.A.'41, Colo. State Col. of Educ.; Supt. of Sch. Dist. 1, Cortez, Colo., since 1945.

Lowry, Alex J., B.A.'40, Univ. of Redlands; M.A.'50, Colo. State Col. of Educ.; Supt., Edison-Hayden Sch. Dist. 5, Hayden, Colo., 1950-54.

Lundin, Ethel H., M.A.'51, Univ. of Denver; Prin. of Columbine Sch., Denver, Colo., since 1952.

McTaggart, Dan L., B.M.E.'29, Northwestern Univ.; Supt. of Joint Sch. Dist. 10, Bayfield, Colo., since 1949.

Mahannah, Lucile Hunter, A.B.'35, Western State Col. of Colo.; Mesa Co. Supt. of Sch., Grand Junction, Colo., since 1949.

Marks, S. E., American Sch. Supply Co., Denver, Colo.

Mathias, Henry Edwin, A.B.'23, A.M.'24, Univ. of Mo.; Dean of Admissions and the Summer Sch., Colo. Col., Colorado Springs, Colo., since 1953.

Mickelson, Peter Palmer, A.B.'35, N. Dak. State Tchrs. Col., Mayville; A.M.'39, Ph.D.'41, Univ of Colo.; Pres., Western State Col. of Colo., Gunnison, Colo., since 1946.

Miller, Fletcher M., A.B.'15, Univ. of Ohio; M.A.'28, Western State Col. of Colo.; Asst. Supt., Jefferson Co. Pub. Sch., Golden, Colo., since 1951.

Miller, Graham R., E.M.'24, Colo. Sch. of Mines; M.S.'41, Colo. A. and M. Col.; Asst. Supt. of Sch. for Bus. Serv., Denver, Colo., since 1946.

Minear, Craig P., A.B.'23, Iowa Wesleyan Col.; M.A.'30, State Univ. of Iowa; Exec. Secy., Colo. Educ. Assn., Denver, Colo., since 1944.

Monell, Ralph P., A.B.'26, A.M.'39, Colo. Col.; Supt., Sch. Dist. 1, Canon City, Colo., since 1950.

Moore, Harold E., A.B.'24, Ind. State Tchrs. Col.; M.A.'29, Ed.D.'45, Ind. Univ.; Dean, Sch. of Educ., Univ. of Denver, Denver, Colo., since 1953.

Morie, Alvin L., M.Ed.'49, Univ. of Colo.; Supt. of Sch. Dist. 4, Springfield, Colo., since 1952.

Morrison, Gaylord D., B.S.'37, Northwest Mo. State Tchrs. Col.; M.A.'43, Univ. of Nebr.; Ed.D.'51, Univ. of Mo.; Asst. Prof. of Educ. Admin., Colo. State Col. of Educ., Greeley, Colo., since 1951.

Mullins, Cecil, B.S. in Ed.'31, Univ. of Ark.; M.A.'34, Univ. of Colo.; Supt. of Consol. Sch. Dist. 7, Del Norte, Colo., since 1946.

Naylor, Robert G., B.A.'40, M.A.'50, Univ. of Denver; Supt. of Union H. S. Dist., Kremmling, Colo., since 1951.

Nicholson, I. J., B.A.'49, Univ. of Colo.; M.A.'52, Western State Col. of Colo.; Supt. of Sch., DeBeque, Colo., since 1952.

Nolte, M. C., A.B.'37, Simpson Col.; M.S. '48, Drake Univ.; Supt., Sch. Dist. 1 and Co. H. S., and Prof. of Educ., Western State Col. of Colo., Gunnison, Colo., since 1953.

Oberholtzer, Kenneth E., B.S.'24, Univ. of Ill.; M.S.'28, Agrl. and Mech. Col. of Texas; Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1951-52; Supt. of Sch., Denver, Colo., since 1947.

Olson, Waldo, B.S.'32, M.A.'35, Univ. of Denver; Bus. Mgr., Sch. Dist. 1, Fremont Co., Canon City, Colo., since 1954.

Pendleton, Claud B., A.B.'21, A.M.'22, Univ. of Denver; Prin., Byers Jr. H. S., Denver, Colo., since 1950.

Penttila, Rayno William, B.S.'31, Mont. State Col.; A.M.'53, Western State Col. of Colo.; Reservation Prin., Consol. Ute Agency, Ignacio, Colo., since 1947.

Pickens, Tom H., B.A.'38, M.P.S.'47, Univ. of Colo.; Supt. of Sch., Las Animas, Colo., since 1953.

Plachy, Fred J., B.S.'27, Huron Col.; A.M. '31, Univ. of Nebr.; Ed.D.'50, Colo. State Col. of Educ.; Pres., Adams State Col., Alamosa, Colo., since 1952.

Plemmons, S. Buford, Supt. of Sch., Swink, Colo.

Powell, Marvin A., B.S.'31, Central Mo. State Col.; M.A.'35, Colo. State Col. of Educ.; Prin. of Park Hill Sch., Denver, Colo., since 1953.

Powell, Rolland, M.E.'42, Colo. Agrl. and Mech. Col.; Supt. of Lower Valley Area, Mesa Co. Valley Sch. Dist. 51, Fruita, Colo., since 1952.

Pratt, Philip S., A.B.'28, Western State Col. of Colo.; M.S.'38, Univ. of Southern Calif.; Supt., Sch. Dist. 1, Montrose, Colo.

Ranum, Iver C., B.A.'34, Luther Col.; M.A. '46, Denver Univ.; Supt. of Sch. Dist. 50, Westminster, Colo., since 1948.

Rea, Charles Dale, B.S.'36, Colo. A. and M. Col.; M.S.'40, Univ. of Southern Calif.; Ed.D.'52, Univ. of Colo.; Pres. of Fort Lewis A. and M. Col., Hesperus, Colo., since 1949.

Rebell, Milton C., B.S.'32, M.S.'39, Univ. of Denver; Admin. Asst., Pub. Sch., Denver, Colo., since 1946.

Reiva, James T., A.B.'30, Colo. State Col. of Educ.; M.A.'35, Columbia Univ.; Prin. of Morey Jr. H. S., Denver, Colo., since 1949.

Rishel, John B., Ph.B.'15, M.A.'26, Bucknell Univ.; Prin., Westwood Jr. H. S., Denver, Colo., since 1950.

Ross, William R., B.S.'21, M.S.'24, Colo. Agrl. and Mech. Col.; Ph.D.'40, Colo. State Col. of Educ.; Pres. of Colo. State Col. of Educ., Greeley, Colo., since 1948.

Rugg, Earle U., A.B.'15, A.M.'17, Univ. of Ill.; Ph.D.'23, Columbia Univ.; Head, Div. of Educ., Colo. State Col. of Educ., Greeley, Colo., since 1923.

Rule, Philip, B.A.'31, M.A.'38, Univ. of Colo.; Supt. of Sch., Dist. 11, La Junta, Colo., since 1951.

Samuels, Isadore, A.B.'12, Park Col.; LL.B. '18, Univ. of Kansas City; Member, Bd. of Educ., Denver, Colo., since 1948.

Sanborn, Kent L., A.B.'12, Clark Univ.; A.M.'30, Univ. of Colo.; Supt. of Sch. Dist. 17, Longmont, Colo., since 1934.

Sauer, George Philip, B.A.'43, Colo. State Col. of Educ.; M.A.'47, Univ. of Denver; Supt. of Sch., Steamboat Springs, Colo., since 1949.

Schimmel, Robert C., B.A.'50, M.A.'53, Univ. of Denver; Prin. of H. S., Springfield, Colo., since 1953.

Shickley, Theodore M., M.A.'53, Univ of Wyo.; Supt. of Middle Park Union H. S., Granby, Colo., since 1953.

Simmons, Lawrence Vernon, B.A.'32, M.Ed. '47, Univ. of Buffalo; Supt. of Sch., Dist. 4, Rocky Ford, Colo., since 1948.

*Slonecker, Lyle Nelson, B.S.'24, M.S.'33, Colo. A. and M. Col.; Member, Dept. of Educ., and Dir. of Placement, Colo. A. and M. Col., Fort Collins, Colo.

Snyder, Clarence A., B.S.'25, M.S.'37, Colo. A. and M. Col.; Admin., Joint Sch. Dist. 50, Delta, Colo.

Stafford, George E., A.B.'32, Whittier Col.; A.B.'33, M.A.'35, Western State Col. of Colo.; Supt. of Sch., Paonia, Colo., since 1943.

Stephens, Bertha L., B.A.'29, Colo. State Col. of Educ.; M.A.'41, Tchrs. Col., Columbia Univ.; Supvr., Public Sch., Denver, Colo., since 1948.

Stutler, Clark D., B.S.'29, Northeast Mo. State Tchrs. Col.; M.A.'38, Univ. of Mo.; Supt. of Cherry Creek Sch. Dist. 5, Englewood, Colo., since 1947.

Summers, Hugh O., A.B.'37, Ariz. State Col., Tempe; M.A.'46, Ariz. State Col., Flagstaff; Supt. of Co. H. S. System, Montrose, Colo., since 1950.

Swartz, R. D., B.A.'40, Nebr. State Tchrs. Col., Wayne; M.Ed.'43, Univ. of Mont.; Supt. of Rio Blanco Co. Sch. Dist. 1, Meeker, Colo., since 1953.

Taylor, Burtis E., A.B.'38, M.S.'39, Fort Hays Kansas State Col.; Ed.D.'51, Univ. of Denver; Asst. Commr. of Educ., State Dept. of Educ., Denver, Colo., since 1952.

Thomann, Frank C., B.A.'19, Univ. of Kansas; M.A.'28, Univ. of Colo.; Supt. of Sch., Eaton, Colo., since 1949.

Tozer, George E., A.B.'14, Nebr. Wesleyan Univ.; M.A.'28, Colo. State Col. of Educ.; Supt. of Sch. Dist. 4, Windsor, Colo., since 1931.

Traylor, Frank A., Member, Bd. of Educ., Denver, Colo., since 1947.

Troxel, Oliver L., B.S.'14, North Central Col.; A.M.'22, Ph.D.'26, Univ. of Minn.; Prof. of Educ. Admin., Colo. State Col. of Educ., Greeley, Colo., since 1929.

Turnbull, Virgil Ross, B.S. in Ed.'49, Northwest Mo. State Tchrs. Col.; M.A. '53, Colo. State Col. of Educ.; Supt. of Sch., Nunn, Colo., since 1953.

Vest, H. Grant, M.S.'38, Brigham Young Univ.; State Commr. of Educ., State Dept. of Educ., Denver, Colo., since 1953.

Vikan, Walter L., B.A.'21, Univ. of N. Dak.; M.Ed.'40, Univ. of Colo.; Supt. of Sch. Dist. 27, Brighton, Colo., since 1942.

Waggoner, Jess W., B.A.'40, Colo. A. and M. Col.; M.A.'45, Univ. of Denver; Asst. Supt. of Mesa Co. Sch. Dist. 51, Upper Valley Area, Grand Junction, Colo., since 1951.

Walker, Cary Daniel, B.S.'40, Univ. of Denver; Supvr., Dept. of Bus. Serv., Pub. Sch., Denver, Colo., since 1947.

Walters, Newell B., A.B.'32, M.A.'40, Univ. of Denver; Exec. Secy., Denver Pub. Sch. Employees' Pension and Benefit Assn., Exec. Secy., Denver Sch. Employees' Council, Denver, Colo., since 1945.

Wasson, Roy J., B.A.'20, Cornell Univ.; M.A.'29, Columbia Univ.; Ph.D.'40, Colo. State Col. of Educ.; Supt. of Sch. Dist. 11, Colorado Springs, Colo., since 1942.

Watson, Art G., A.B.'37, Univ. of Colo.; M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Limon, Colo., since 1952.

Weber, Joseph C., B.A.'34, St. Ambrose Col.; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch. Dist. 2, Leadville, Colo., since 1947.

Welch, Tano E., A.A.'40, Trinidad Jr. Col.; A.B.'42, A.M.'46, Adams State Col.; Prin. of H. S., Trinidad, Colo., since 1952.

Wilson, Glenn T., A.B.'18, Geneva Col.; M.S.'34, Univ. of Southern Calif.; Commr., Colo. H. S. Activities Assn., Denver, Colo., since 1948.

Winkler, Pauline C., A.B.'23, Colo. State Col. of Educ.; M.A.'33, Colo. A. and M. Col.; Prin. of McKinley Elem. Sch., Denver, Colo., since 1946.

Yaeger, Bernard F., B.S. in Ed.'40, Mo. State Col.; M.Ed.'47, Univ. of Colo.; Supt. of Sch. Dist. 4, Rangely, Colo., since 1947.

Young, Alfred R., B.S.'29, Baker Univ.; M.A.'36, Univ. of Kansas; Supt. of Sch. Dist. 14, Lamar, Colo., since 1943.

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Albohm, John C., B.A.'34, M.A.'37, Ed.D. '46, N. Y. Univ.; Supt. of Sch., New London, Conn., since 1948.

Ashley, Warren H., B.Arch.'31, Syracuse Univ.; Arch., 967 Farmington Ave., West Hartford, Conn.

Baer, Joseph A., Ph.B.'10, Hiram Col.; M.A.'18, Univ. of Chicago; Ph.D.'28, Ohio State Univ.; Dir., Div. of Admin. Serv., State Dept. of Educ., Hartford, Conn., since 1953.

Barrows, Mildred K., B.S.'33, Boston Univ.; M.A.'39, Trinity Col.; Asst. Prof., Tchrs. Col. of Conn., and Prin., Stanley Lab. Sch., New Britain, Conn., since 1937.

Bartman, (Mrs.) Julia H., A.B.'13, Hunter Col.; M.A.'43, Univ. of Conn.; Dir. of Extension and Field Serv., State Tchrs. Col., Willimantic, Conn., since 1950.

Becker, Harry A., B.A.'34, Univ. of Conn.; M.A.'43, Ph.D.'44, Yale Univ.; Supt. of Sch., Norwalk, Conn., since 1953.

Bixby, Arthur P., B.S.E.'35, Mass. State Tchrs. Col., Fitchburg; Ed.M.'42, Boston Univ.; Supt. of Rural Sch., State Dept. of Educ., Pomfret, Conn.

Black, Robert H., B.A.'33, N. Y. State Tchrs. Col., Buffalo; M.A.'39, Columbia Univ.; Supt. of Sch., Hartford, Conn., since 1951.

Borman, Herbert J., B.S.'41, Manhattan Col.; M.A.'48, Yale Univ.; Asst. to the Supt. of Sch., New Haven, Conn., since 1953.

Brown, Robert H., Jr., B.S.'31, Springfield Col.; M.A.'39, Columbia Univ.; Ph.D.'53, Yale Univ.; Supt. of Sch., Madison, Conn., since 1942.

Buley, Hilton C., B.S.'27, Hobart Col.; M.A. '34, Cornell Univ.; Ed.D.'47, Columbia Univ.; Pres., New Haven State Tchrs. Col., New Haven, Conn., since 1954.

Butler, Huldah Anne, B.S. in Ed.'36, M.E. '43, Boston Univ.; Supvg. Prin., Nathan Hale Sch., Manchester, Conn., since 1951.

Butler, S. B., B.A.'13, Yale Univ.; M.A.'28, Columbia Univ.; Supt. of Sch., Groton, Conn., since 1928.

Butterfield, Richard D., A.B.'30, Dartmouth Col.; B.F.A.'34, Yale Univ.; Sch. Arch., Nichols and Butterfield, Archts., West Hartford, Conn., since 1939.

Champlin, George R., B.S.'30, R. I. State Col.; Ed.D.'38, Tchrs. Col., Columbia Univ.; Supt. of Windham Sch., Willimantic, Conn., since 1948.

Chatterton, Arthur E., Ph.B.'16, Yale Univ.; M.A.'47, Univ. of Conn.; Supt., Vernon Pub. Sch., Rockville, Conn., since 1945.

Chittenden, Harold E., A.B.'09, Yale Univ.; Supt. of Sch., Naugatuck, Conn., since 1918.

Chubbuck, R. Daniel, B.S.'31, Univ. of Conn.; M.A.'47, Ph.D.'51, Yale Univ.; Supt. of Sch., Glastonbury, Conn., since 1953.

Collier, Paul D., M.A.'25, Tchrs. Col., Columbia Univ.; Chief, Bureau of Youth Serv., State Dept. of Educ., Hartford, Conn., since 1931.

Comeau, Emille J., Bd. of Educ., Newington, Conn.

Connor, William H., Ed.D.'53, Tchrs. Col., Columbia Univ.; Field Consultant, Dept. of Field Serv., Wesleyan Univ., Middletown, Conn., since 1953.

Coulter, Isabel M., B.S.'38, M.A.'45, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waterford, Conn., since 1946.

Coulter, Kenneth C., A.B.'30, Ohio Univ.; M.A.'34, Ed.D.'47, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Greenwich, Conn., since 1952.

Cox, A. W., B.S.'30, Univ. of Mass.; M.A. '45, Yale Univ.; Supt. of Sch., Guilford, Conn., since 1940.

Cox, Edwin Allerton, B.S. in Ed.'32, Boston Univ.; M.S. in Ed.'39, Univ. of Maine; Supt. of Sch., Stratford, Conn., since 1954.

Crouch, T. Allen, A.B.'32, Brown Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Stonington, Conn., since 1945.

Curran, Timothy Edwin, B.A.'14, Col. of the Holy Cross; M.A.'48, Yale and State Tchrs. Col.; Asst. Supt. of Sch. in chg. of Elem. Sch., New Haven, Conn., since 1950.

Curtis, William H., B.S.'30, Tufts Col.; M.S. in Ed.'44, Univ. of Conn.; Supt. of Sch., Wallingford, Conn., since 1944.

Davis, Stewart G., A.B.'42, Westminster Col. (Pa.); M.A.'47, N. Y. State Tchrs. Col., Albany; Admin. Asst. to Supt. of Sch., Stratford, Conn., since 1951.

Doherty, Joseph B., A.B.'31, Boston Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., East Hampton, Conn., since 1951.

Donahue, Edward F., B.S.'42, Tchrs. Col. of Conn.; M.A.'47, Yale Univ.; Supt of Sch., Montville, Conn., since 1953.

Duckworth, Irene G., Agency Mgr., *The Grade Teacher*, Darien, Conn., since 1947.

Dullea, Bernard C., C.A.G.S.'52, Boston Univ.; Supt. of Winchester Schs., Winsted, Conn., since 1953.

Engleman, Finis Ewing, B.S.'20, Southwest Mo. State Col.; M.A.'26, Univ. of Mo.; Ph.D.'34, Yale Univ.; Commr. of Educ., State Dept. of Educ., Hartford, Conn., since 1948.

Farr, John C., A.B.'31, Bowdoin Col.; M.Ed. '41, Univ. of N. H.; Asst. Supt. of Sch., Southington, Conn., since 1953.

Fisher, Royal O., A.B.'23, B.S. in Ed.'24, Univ. of Vt.; M.A.'31, Bates Col.; Supvg. Prin., George Hersey Robertson Sch., South Coventry, Conn., since 1952.

Flaharty, William H., B.S.'28, Franklin and Marshall Col.; Ed.M.'32, Rutgers Univ.; Ed.D.'47, Columbia Univ.; Deputy Commr. of Educ., State Dept. of Educ., Hartford, Conn., since 1949.

Flanagan, Russell J., B.A.'27, M.A.'40, Yale Univ.; Asst. Supt. of Sch. in chg. of Bus. Affairs, New Haven, Conn., since 1948.

Fontane, Patrick Earl, Jr., B.S.'37, Univ. of Conn.; M.A.'42, Columbia Univ.; Supvr. and Dir., Waterbury Branch, Univ. of Conn., Waterbury, Conn., since 1948.

Foran, Joseph A., B.A.'37, M.A.'43, Yale Univ.; Supt. of Sch., Milford, Conn., since 1946.

Formica, Frank A., B.S.'35, Niagara Univ.; B.Ed.'36, Tchrs. Col. of Conn.; M.Ed.'52, Hillyer Col.; Supvg. Prin. of Hicks Memorial Sch., Tolland, Conn., since 1950.

Fuller, Edward H., A.B.'12, A.M.'16, Bates Col.; M.A.'32, Ed.D.'37, New York Univ.; Supt. of Sch., Ridgefield, Conn., since 1948.

Fuller, Harvey, B.B.A.'28, Boston Univ.; M.A.'35, Yale Univ.; Supt. of Sch., Wethersfield, Conn., since 1945.

Garrepy, Leo E., Supvg. Prin., Center Sch., Norfolk, Conn., since 1951.

Gesler, Harriet Lillian, B.Ed.'38, New Haven State Tchrs. Col.; M.A.'49, N. Y. Univ.; Elem. Sch. Supvr., East Haven, Conn., since 1951.

Getchell, Gordon C., B.S. in Ed.'37, Mass. State Tchrs. Col., Salem; M.S. in Ed. '46, Boston Univ.; Supvg. Prin. of Sch., Ellington, Conn., since 1952.

Gillis, William E., B.S.'18, R. I. State Col.; B.Ed.'37, New Haven State Tchrs. Col.; M.Ed.'42, Univ. of Conn.; Secy.-Treas. of Conn. Assn. of Pub. Sch. Supts., since 1953. Address: 137 Baxter Road, Hyannis, Mass.

Gilmartin, John G., A.B.'12, L.H.D.'39, Col. of the Holy Cross; Supt. of Sch., Waterbury, Conn., since 1945.

Goodrich, John W., B.S.'25, Univ. of Conn.; A.M.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Middletown, Conn., since 1948.

Graff, George E., M.S. in Ed.'31, N. Y. State Col. for Tchrs., Albany; Supt. of Rural Educ., State Dept. of Educ., Rockville, Conn., since 1948.

Griffin, Orwin Bradford, A.B.'15, A.M.'17, Boston Univ.; Ph.D.'28, Columbia Univ.; Supt. of Sch., Litchfield, Conn., since 1929.

Griswold, Wilber R., B.S.'38, Trinity Col.; M.A.'47, Univ. of Conn.; Supvr. of Hartford Branch, Univ. of Conn., Hartford, Conn., since 1946.

Gustin, Margaret Catherine, B.S. in Ed.'19, Univ. of Mo.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Sch., State Dept. of Educ., Unionville, Conn., since 1931.

Hapgood, Charles G., B.S.E.'31, M.A.'36, Boston Univ.; Ed.D.'53, Harvard Univ.; Dist. Supt. of Sch., State Dept. of Educ., Unionville, Conn., since 1953.

Hay, George A. F., M.A.'27, Colo. State Col. of Educ.; Supt. of Sch., Old Lyme, Conn., since 1950.

Hays, R. Vernon, B.Sc.'26, M.A.'33, Univ. of Nebr.; Ed.M.'38, Harvard Univ.; Supt. of Sch., East Haven, Conn., since 1953.

Hellman, Walter H., B.S.'24, Middlebury Col.; M.A.'46, Yale Univ.; Prof. Diploma '49, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Fairfield, Conn., since 1949.

Hempel, Carl H., B.S. in Ed.'41, Mass. State Tchrs. Col., Hyannis; M.S.'50, Univ. of Conn.; Prin. of Wolcott Elem. Sch., Waterbury, Conn., since 1947.

Hill, Clyde Milton, A.B.'10, Drury Col.; A.M.'15, Ph.D.'26, Columbia Univ.; Sterling Prof. of Educ., Emeritus, and Exec. Dir., Yale-Fairfield Study of Elem. Educ., Yale Univ., New Haven, Conn., since 1954.

Hill, Owen F., B.S.'42, Gorham State Tchrs. Col. (Maine); M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New Britain, Conn.

Hill, Warren G., B.S.'39, Gorham State Tchrs. Col. (Maine); Ed.M.'41, Boston Univ.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Asst. to the Pres., New Haven State Tchrs. Col., New Haven, Conn., since 1947.

Homicki, Joseph J., B.S. in Ed.'42, Mass. State Tchrs. Col., Westfield; M.S. in Ed. '49, Springfield Col.; Supvg. Prin. of Sch., Somersville, Conn., since 1951.

Hoyt, Carlyle G., B.S.'26, Middlebury Col.; Ph.D.'44, Yale Univ.; Supt. of Sch., Fairfield, Conn., since 1947.

Illing, Arthur H., B.S.'20, Wesleyan Univ.; Ed.M.'42, Boston Univ.; Supt. of Sch., Manchester, Conn., since 1935.

Isham, Charlotte H., B.E.'35, Danbury State Tchrs. Col. (Conn.); M.E.'47, Yale Univ.; Supvr. of Instr., Woodbury, Conn., since 1953.

*Jakob, Philip A., Ph.B.'13, Yale Univ.; M.A.'22, Tchrs. Col., Columbia Univ.; Ed.D.'39, New York Univ.; Supt. of Sch., Norwalk, Conn., 1932-49 (retired). Address: 130 East Ave., Norwalk, Conn.

James, Henry J., B.A.'24, Wesleyan Univ.; M.A.'33, Univ. of N. H.; Ph.D.'52, Univ. of Conn.; Supt. of Sch., Simsbury, Conn., since 1935.

Joel, Lewin G., Jr., A.B.'39, Dartmouth Col.; M.A.'46, Yale Univ.; Supt. of Sch., Clinton, Conn., since 1950.

Johnson, Eleanor M., Ph.B.'25, Univ. of Chicago; M.A.'31, Tchrs. Col., Columbia Univ.; Managing Editor, American Educ. Publications, Middletown, Conn., since 1952.

Johnson, Ralph M. T., Ph.B.'21, Sheffield Scientific Sch., Yale Univ.; M.A.'40, New York Univ.; Supt. of Sch., Bethel, Conn., since 1946.

Jorgensen, Albert N., B.A.'21, LL.D.'42, Coe Col.; M.A.'25, Ph.D.'27, State Univ. of Iowa; Pres., Univ. of Conn., Storrs, Conn., since 1935.

Kane, Frederick Edward, B.A.'33, Univ. of Wis.; Editor and Publisher, Administrative Publishing Co., Inc., Greenwich, Conn., since 1952.

Keck, Winston B., Curriculum Coordinator of Sec. Sch., New Britain, Conn., since 1953.

King, A. Kurtz, B.S.'28, Juniata Col.; M.Ed.'32, Rutgers Univ.; Ed.D.'50, Univ. of Pa.; Supt. of Regional H. S. Dist. 4, Deep River, Conn., since 1950.

Kingsley, Percy, A.B.'28, Brown Univ.; A.M.'35, Boston Univ.; Supt. of Sch., Shelton, Conn., since 1943.

Knoblauch, Arthur Lewis, B.S.'29, Mich. State Col.; M.A.'33, Univ. of Mich.; Ed.D.'42, Harvard Univ.; Dir., Div. of Univ. Extension, Summer Session and Educ. by Radio, and Prof. of Educ. Admin., Univ. of Conn., Storrs, Conn., since 1942.

Knox, Weldon R., B.S.'28, Colby Col.; M.A.'49, Univ. of Conn.; Supt. of Sch., New Milford, Conn., since 1943.

Langford, John A., A.B.'30, Col. of the Holy Cross; M.S.'33, Univ. of Mass.; M.A.'42, Yale Univ.; Supt. of Sch., East Hartford, Conn., since 1949.

Lee, Karl Dayton, A.B.'14, Ed.M.'38, Bates Col.; Supt. of Enfield Schs., Thompsonville, Conn., since 1941.

LeGrow, Carl A., B.S.'21, Univ. of Maine; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newton, Conn., since 1950.

Lewis, (Mrs.) Dorothy Shanley, Secy., Conn. Tchrs. Retirement Bd., Hartford, Conn., since 1924.

Lewis, Renwick Johnson, B.S. in Ed.'36, W. Va. Univ.; M.A. in Sch. Admin.'52, Univ. of Conn.; Supvg. Prin. of Northeast Sch., Rockville, Conn., since 1950.

Light, N. Searle, B.A.'08, Yale Univ.; Chief, Bureau of Sch. and Community Serv., State Dept. of Educ., Hartford, Conn.

Lojko, Joseph Peter, A.B.'34, Boston Col.; M.A.'50, Univ. of Conn.; Supt. of Sch., Jewett City, Conn., since 1949.

Lumley, Raymond A., A.B.'28, Dickinson Col.; M.A.'35, Columbia Univ.; Supt. of Rural Educ., State Dept. of Educ., Bridgeport, Conn., since 1949.

McAlister, R. D., B.A.'17, Univ. of Maine; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Suffield, Conn., since 1927.

McCook, T. Joseph, A.B.'31, Boston Col.; M.Ed.'34, Boston Univ.; Ed.D.'54, Harvard Univ.; Supt. of Sch., New Britain, Conn., since 1954.

McCrann, Leo M., B.S.E.'35, Boston Univ.; M.A.'39, Trinity Col., (Conn.); Asst. Supt. of Sch. in chg. of Admin., Hartford, Conn., since 1951.

McKelvie, C. L., B.S.'27, A.M.'29, Univ. of Pa.; American Educ. Publications, Middletown, Conn., since 1952.

MacKenzie, Kenneth L., B.S. in Ed. '37, Ed.M.'38, Boston Univ.; Supt. of Sch., Berlin, Conn., since 1952.

Magnuson, Carl A., A.B.'26, Ed.M.'30, Boston Univ.; Asst. Supt. of Sch., Bristol, Conn., since 1953.

Magoun, Creighton F., B.S.'29, R. I. State Col.; M.A.'47, Yale Univ.; Supt. of Town Sch., Middletown, Conn., since 1953.

Mahan, Thomas W., A.B.'21, Col. of the Holy Cross; M.Ed.'35, Harvard Univ.; Supt. of Sch., Norwich, Conn., since 1942.

Mahoney, Robert H., A.B.'17, Col. of the Holy Cross; A.M.'18, Ph.D.'22, Catholic Univ. of America; Asst. Supt. of Sch., Hartford, Conn., since 1951.

Malley, Raymond Thomas, A.B.'34, St. John's Col. (Md.); M.E.'40, Boston Univ.; Supt. of Plymouth Schs., Terryville, Conn., since 1954.

Mangés, Andrew J., A.B.'32, Manchester Col.; M.S. in Ed.'41, Butler Univ.; Supt. of Rural Educ., Willimantic, Conn., since 1953.

Marland, S. P., Jr., A.B.'36, M.A.'50, Univ. of Conn.; Supt. of Sch., Darien, Conn., since 1948.

Mathers, Albert P., B.S.'35, A.M.'43, Boston Univ.; Supt. of Sch., New Canaan, Conn., since 1946.

Mendel, Augusta, B.S.'34, M.A.'44, N. Y. Univ.; Deputy Supt. of Sch., Bridgeport, Conn., since 1954.

Metlicka, Albert J., B.S.'37, M.A.'38, New York Univ.; Supt. of Sch., Southbury, Conn., since 1952.

Mixner, Laura M., B.S. in Ed.'47, Rutgers Univ.; M.A.'51, Columbia Univ.; Elem. Sch. Supvr., State Dept. of Educ., New London, Conn., since 1954.

Moon, Glenn W., B.A.'24, Iowa State Tchrs. Col.; M.A.'31, Columbia Univ.; Prin., Walter R. Dolan Jr. H. S., Stamford, Conn., since 1949.

Moore, Simon H., B.S. in Ed.'34, Mass. State Tchrs. Col., Bridgewater; M.A.'47, Univ. of Conn.; Supt. of Sch., Cromwell, Conn., since 1950.

Moroney, Helen G., B.S.'32, M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin., Salem Sch., Naugatuck, Conn., since 1933.

Morse, Seavey D., B.S.'30, St. Lawrence Univ.; Supt. of Sch., Thomaston, Conn., since 1953.

Murphy, Albert J., B.S.'28, Mass. State Tchrs. Col., Bridgewater; Ed.M.'31, Boston Univ.; Supt. of Sch., Putnam, Conn., since 1949.

Murphy, Charles E., B.S.'31, Univ. of Conn.; M.A.'39, Columbia Univ.; Supt. of Sch., Danielson, Conn., since 1953.

Nason, Doris E., B.S. in Ed.'47, Ed.M.'48, Ed.D.'51, Boston Univ.; Asst. Prof. of Educ., Univ. of Conn., Storrs, Conn., since 1950.

Neuwien, Reginald, B.A.'26, Loyola Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Stamford, Conn.

Nikula, Peter Eugene, B.S. in Ed.'50, M.S. in Ed.'52, Mass. State Tchrs. Col., Fitchburg; Prin., Jr. H. S., Groton, Conn., since 1954.

Nolan, Thomas F., A.B.'13, Col. of the Holy Cross; A.M.'50, Univ. of Conn.; Asst. Supt. of Sch., Waterbury, Conn., since 1945.

Nolan, William J., B.S.Ed.'38, Mass. State Tchrs. Col., Bridgewater; Ed.M.'46, Ed.D. '53, Harvard Univ.; Supt. of Rural Educ., State Dept. of Educ., Waterbury, Conn., since 1953.

Noyes, Edward Simpson, B.A.'13, M.A.'20, Ph.D.'24, Yale Univ.; Dir., Master of Arts in Tchg. Program, Yale Univ., New Haven, Conn., since 1954.

Nybakken, Ernest O., B.A.'28, Concordia Col.; M.A.'36, Univ. of Minn.; Chief, Bur. of Rural Supvy. Serv., State Dept. of Educ., Hartford, Conn., since 1949.

O'Brien, Justin L., B.A.'26, Col. of the Holy Cross; M.A.'37, New York Univ.; Supt. of Sch., New Haven, Conn., since 1940.

O'Hara, James L., A.B.'25, A.M.'32, Bates Col.; Ph.D.'36, Yale Univ.; Supt. of Sch., Derby, Conn., since 1944.

Palopoli, Leonard G., B.S. in Ed.'31, Mass. State Tchrs. Col., Bridgewater; Ed.M.'46, Boston Univ.; Supt. of Sch., Plainfield, Conn., since 1951.

Patros, George Halem, B.A.'50, M.A.'53, Univ. of Conn.; Supvg. Prin. of Horace W. Porter Sch., Columbia, Conn., since 1953.

Patterson, Helen, B.S.'33, Boston Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Elem. Supvr., West Ave. Sch., South Norwalk, Conn., since 1947.

Perry, William Russell, B.E.'39, Willimantic State Tchrs. Col. (Conn.); M.Ed. '51, Hillyer Col.; Capt., AFROTC, and Prof. of Air Science, Univ. of Conn. Address: Hanks Hill Rd., Storrs, Conn.

*Piazza, Frank, B.A.'28, Columbia Col. (N. Y.); M.A.'39, New York Univ.; Asst. Supt. of Sch., Bridgeport, Conn., since 1953.

Pierpont, Donald W., Provost, Avon Old Farms, Avon, Conn.

Poehler, Paul F., Jr., A.B.'30, Dartmouth Col.; M.A.'37, Columbia Univ.; Supt. of Sch., Wilton, Conn., since 1950.

Price, S. Willard, B.S.'27, Univ. of Idaho; Ph.D.'32, Yale Univ.; Supt. of Sch., Greenwich, Conn., since 1946.

Pulsifer, Walter T., A.B.'27, Univ. of N. H.; Ed.M.'40, Harvard Univ.; Supt. of Sch., Portland, Conn., since 1953.

Rast, Gerhardt E., Ph.B.'28, M.A.'33, Univ. of Chicago; Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Westport, Conn., since 1945.

Ready, John Edward, B.S.'42, Willimantic State Tchrs. Col. (Conn.); M.A.'48, Tchrs. Col., Columbia Univ.; Supvg. Prin., Greens Farms Sch. Dist., Westport, Conn., since 1953.

Reed, Nona B., M.A.'29, Columbia Univ.; State Dir. and Supvr. of Elem. Educ., Bridgeport, Conn., since 1929.

*Reiche, Karl A., B.L.'09, M.A.'38, Trinity Col.; Supt. of Sch., Bristol, Conn., since 1913.

Reilly, John C., A.B.'30, Upsala Col.; M.A.'38, Columbia Univ.; Supt. of Sch., State Dept. of Educ., Chaplin, Conn., since 1945.

Reuben, Gabriel, B.A.'48, N. Y. State Tchrs. Col., New Paltz; M.A.'49, New York Univ.; Supvg. Prin. of Bolton Elem. Sch., Manchester, Conn., since 1951.

*Ritch, Charles F., Jr., A.B.'34, Columbia Univ.; A.M.'40, Harvard Univ.; Dir., Pub. Sch. Bldg. Commn., Hartford, Conn., since 1950.

Robertson, Martin Brown, B.S.'18, Trinity Col.; M.A.'20, Pa. State Col.; M.A. in Ed. Adm.'21, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Willimantic State Tchrs. Col., Willimantic, Conn., since 1952. Address: Manchester, Conn.

Rogean, Edward J., B.S. in C.E.'34, Ed.M.'39, Tufts Col.; Supt. of Sch., Bloomfield, Conn., since 1954.

Rogers, Malcolm B., B.A.'26, M.A.'32, D.Ed.'44, Univ. of Mich.; Supt. of Sch., Meriden, Conn., since 1949.

Roselle, Ernest N., Supt. of Tr. Sch., Southbury, Conn., since 1936.

Roth, Friedrich G., Ph.B.'19, Yale Univ.; M.A.'27, Columbia Univ.; Prin., Bassick H. S., Bridgeport, Conn., since 1945.

Russell, Earle S., B.S.'19, Tchrs. Col., Columbia Univ.; Ed.M.'22, Harvard Univ.; Ph.D.'34, Yale Univ.; Supt. of Sch., Windsor, Conn., since 1934.

Ryscavage, Jerome J., B.S.'31, M.A.'32, Mt. St. Mary's Col.; Supt. of Thompson Schs., North Grosvenor Dale, Conn., since 1946.

Saunders, Robert E., B.A.'36, Bates Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Unionville, Conn., since 1949.

Schacht, Herbert T., Admin. Dir., Waterford Co. Sch., Oakdale, Conn., since 1946.

Schneider, Bernhard W., M.A. in Ed.'48, New York Univ.; Supt. of Rural Educ., State Dept. of Educ., Winsted, Conn., since 1950.

Seidel, Ida E., B.S.'22, Northeast Mo. State Tchrs. Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supvr., Div. of Instr., State Dept. of Educ., Willimantic, Conn., since 1935.

Shattuck, George E., Ph.B.'22, Brown Univ.; M.A.'33, New York Univ.; Prin., Norwich Free Academy, Norwich, Conn., since 1940.

Sheehan, Wilfred Joseph, B.S.'31, Trinity Col. (Conn.); M.S.'39, Univ. of N. H.; Ph.D.'47, Yale Univ.; Dir. of Research, Conn. Educ. Assn., Hartford, Conn., since 1953.

Shepherd, Dayton D., M.A.'51, Yale Univ.; Prin. of Sch., Durham, Conn., since 1953.

Sherwood, Thorne, A.B.'32, Williams Col.; B.Arch.'36, Columbia Univ.; Arch., Sherwood, Mills and Smith, Stamford, Conn., since 1946.

Shultz, Wilmer L., B.S.'28, Susquehanna Univ.; M.A.'42, New York Univ.; Supt. of Rural Educ., State Dept. of Educ., Canaan, Conn., since 1949.

Sibley, Ernest, Sch. Archt., 7 S. Main St., West Hartford, Conn., since 1907.

Sibley, Ernest, Jr., 7 S. Main St., West Hartford, Conn.

Smith, Vernon G., B.A.'21, Colby Col.; M.A.'29, Ed.D.'40, Columbia Univ.; Prof. of Educ., Conn. Col., New London, Conn., since 1953.

Stanley, Calvin, B.A.'24, Univ. of Tenn.; M.A.'28, George Wash. Univ.; M.A.'30, Columbia Univ.; Consultant, State Dept. of Educ., Hartford, Conn., since 1950.

Stanne, Leon J., B.S.'31, M.S.'36, Univ. of Mass.; Supt. of Sch., Trumbull, Conn., since 1950.

Stevens, John J., Supt. of Sch., Ansonia, Conn.

Stoddard, Paul W., B.A.'24, M.A.'29, Ph.D.'47, Yale Univ.; M.A.'28, Columbia Univ.; Prin., Housatonic Valley Regional H. S., Falls Village, Conn., since 1939.

Strong, William M., B.S.'13, Tufts Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Southington, Conn., since 1934.

Sullivan, Francis B., B.S. in Ed.'30, Mass. State Tchrs. Col., Bridgewater; Curriculum Dir., Pub. Sch., Windsor, Conn., since 1952.

Summerton, Edward, B.S.'38, N. J. State Tchrs. Col., Trenton; M.A.'41, Tchrs. Col., Columbia Univ.; Supt. of Weston Sch., Westport, Conn., since 1948.

Sweet, Walter Prescott, B.S.'17, Tufts Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Danbury, Conn., since 1941.

Swett, Donald B., A.B.'18, Bates Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., West Hartford, Conn., since 1949.

Swift, Gordon C., A.B.'11, Yale Univ.; A.M.'17, Tchrs. Col., Columbia Univ.; Supt. of Sch., Watertown, Conn., since 1919.

Thorne, Edmund H., B.S. in Ed.'29, M.A.'32, Ph.D.'44, Univ. of Mich.; Supt. of Sch., West Hartford, Conn., since 1947.

Thorp, John H., B.S.'28, Stout Inst.; M.S.'31, Univ. of Wis.; Ed.D.'45, New York Univ.; Supt. of Sch., Cheshire, Conn., since 1945.

Tobin, Helen A., B.S.'34, M.A.'41, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Stamford, Conn.

Trask, Ervin E., B.A.'20, Bates Col.; Supt. of Sch., Plainville, Conn.

Trippensee, Arthur E., B.A.'24, Univ. of Mich.; M.A.'32, Ph.D.'48, Yale Univ.; Dean, Col. of Educ., Univ. of Bridgeport, Bridgeport, Conn., since 1954.

Umberger, Willis H., A.B.'29, Ph.D.'51, Yale Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Supt. of Rural Sch., State Dept. of Educ., Norwich, Conn., since 1950.

Urban, Herman F., B.A.'30, Bowdoin Col.; M.Ed.'43, Bates Col.; Supt. of Sch., Seymour, Conn., since 1945.

Vincenti, E. John, B.S.'50, Hillyer Col.; Asst. to Supt. of Sch. for Bus., Glastonbury, Conn., since 1950.

Waggoner, Sherman G., B.A.'25, Ball State Tchrs. Col. (Ind.); M.A.'28, Ph.D.'32, State Univ. of Iowa; Dir. of Div. of Professional Educ., Tchrs. Col. of Conn., New Britain, Conn., since 1945.

Wagner, Melvin E., B.Ed.'32, Wis. State Tchrs. Col., Whitewater; M.A.'42, New York Univ.; Supt. of Sch., West Haven, Conn., since 1951.

Wallace, John W., B.A.'30, Syracuse Univ.; M.E.'40, Univ. of Vt.; Supt. of Sch., Newington, Conn., since 1951.

Walsh, Joseph W., M.A.'44, Yale Univ.; Supt. of Sch., Saybrook, Conn., since 1942.

Waters, Roy A., B.S.'32, M.A.'36, Columbia Univ.; Prin., Rogers Jr. H. S., Stamford, Conn., since 1944.

Weber, C. A., Ph.D.'43, Northwestern Univ.; Prof. of Educ., Univ. of Conn., Storrs, Conn.

White, Wesley Dale, B.S.'37, N. Y. State Col. for Tchrs., Buffalo; M.S.'46, N. Y. State Col. for Tchrs., Albany; Ed.D.'52, Tchrs. Col., Columbia Univ.; Dir. of Educ. and Tr., Southbury, Conn., since 1951.

Witt, Earl M., B.S.'24, M.S.'45, Univ. of Mass.; Supt. of Sch., Stafford Springs, Conn., since 1934.

Wolffer, Wilfred C., Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Greenwich, Conn., since 1952.

Woodmansee, Merle B., M.A.'45, Univ. of Conn.; Supt. of East Windsor and South Windsor Sch., Warehouse Point, Conn., since 1944.

INSTITUTIONAL MEMBERS

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Willimantic State Teachers College, Willimantic, Conn.

DELAWARE

Adair, Ellen Canby, M.A.'33, Tchrs. Col., Columbia Univ.; Elem. Sch. Prin., Wilmington, Del., since 1953.

Adams, Albert W., A.B.'36, Univ. of Del.; M.A.'46, Bucknell Univ.; Supvg. Prin., John M. Clayton Sch., Dagsboro, Del., since 1948.

Baltz, Austin D., B.S.'31, Allegheny Col.; M.Ed.'38, Univ. of Pittsburgh; Prin., Oak Grove Sch., Elsmere, Wilmington, Del., since 1948.

Brewer, Joseph H., B.S.'35, Carnegie Inst. of Tech.; M.Ed.'48, Temple Univ.; Admin. Asst., P. S. du Pont H. S., Wilmington, Del., since 1953.

Burnett, Marguerite Hill, A.B.'10, Adelphi Col.; A.M.'13, Columbia Univ.; Dir. of Curriculum Development for Pub. Schs., and Dir. of Adult Educ., State Dept. of Pub. Instr., Wilmington, Del., since 1932.

Carlson, Walter, A.I.A., Architect, 1014 Del. Ave., Wilmington, Del.

Clark, Zenas R., B.A.'20, Oberlin Col.; M.A.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Wilmington, Del., since 1930.

Cobbs, Ramon C., D.Ed.'50, Temple Univ.; Supt. of Sch., Milford, Del., since 1948.

Crosby, Muriel, D.Ed.'50, Univ. of Md.; Dir. of Elem. Educ., Pub. Sch., Wilmington, Del., since 1951.

Cummings, C. W., Prin., Henry C. Conrad H. S., Woodcrest, Wilmington, Del.

Dennison, Mary C., B.A.'19, Univ. of Del.; M.A.'26, Columbia Univ.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Prin., George Gray Sch., Wilmington, Del., since 1944.

Elzey, Herman R., A.B.'28, Maryville Col.; M.A.'41, Pa. State Col.; Supvg. Prin. of Sch., Delmar, Del., since 1952.

Farrin, Leon Hill, A.B.'47, Brown Univ.; M.A.'48, Ed.D.'52, Columbia Univ.; Supt. of Sch., Lewes, Del., since 1953.

Giemont, Joseph P., B.S.C.'32, Ed.M.'47, Temple Univ.; City Coordinator of Audio-Visual Educ., Pub. Sch., Wilmington, Del., since 1949.

Green, David M., B.S.'28, M.S.'34, Temple Univ.; Supt. of Special Sch. Dist., Dover, Del., since 1952.

Heck, (Mrs.) Phyllis Mason, Ph.B.'15, Dickinson Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Rural Schools, State Dept. of Pub. Instr., Wilmington, Del., since 1923.

Heiney, John F., B.S.'28, Gettysburg Col.; M.A.'35, Columbia Univ.; Supt., Mt. Pleasant Special Sch. Dist., Wilmington, Del., since 1949.

Henry, Howard E., B.S.'30, N. J. State Tchrs. Col., Trenton; M.Ed.'37, Duke Univ.; Supvg. Prin. of Sch., Felton, Del., since 1949.

Holland, Jerome H., Pres., Del. State Col., Dover, Del., since 1953.

Holloway, H. V., A.B.'95, A.M.'98, LL.D. '32, Washington Col. (Md.); Ph.D.'14, Univ. of Pa.; State Supt. of Pub. Instr., Dover, Del., 1921-46. Address: 10 King's Highway, Dover, Del.

Howie, Thomas W., B.S.'23, Lafayette Col.; M.S.'31, Temple Univ.; Ed.D.'43, New York Univ.; Supt., Alexis I. duPont Special Sch. Dist., Wilmington, Del., since 1936.

Hunt, John L., B.S.'29, Col. of Wooster; B.D.'36, Union Theol. Sem.; Coordinator of Pub. Relations, Pub. Sch., Wilmington, Del., since 1949.

Irwin, Harry Penrose, Jr., A.B.'43, Univ. of Del.; M.Ed.'50, Duke Univ.; Asst. Prin., Marshallton Sch. Dist., Wilmington, Del., since 1954.

Kabis, Walter Lawrence, B.S.'36, N. J. State Tchrs. Col., Newark; M.A.'40, Tchrs. Col., Columbia Univ.; Dir. of Educ. and Recreation, Gov. Bacon Health Center, Delaware City, Del., since 1948.

Keen, George H., B.S.'29, Pa. State Tchrs. Col., Stroudsburg; M.A.'32, Univ. of Mich.; Supt. of Special Sch. Dist., Georgetown, Del., since 1953.

King, Harry Brandt, A.B.'17, Franklin and Marshall Col.; A.M.'23, Columbia Univ.; Ph.D.'28, New York Univ.; Asst. State Supt. of Pub. Instr. in chg. of Elem. Sch., Dover, Del., since 1922.

Kleckner, Joseph R., B.S.'28, Pa. State Tchrs. Col., West Chester; M.Ed.'39, Temple Univ.; Supt. of Sch., New Castle, Del., since 1946.

Lawless, Thomas A., A.B.'10, S.T.L.'12, D.D.'14, Pontifical Roman Univ.; LL.D. '31, LaSalle Col.; Rector, Salesianum Sch. for Boys, Wilmington, Del., since 1943.

Lecrone, Ellis K., A.B.'21, Susquehanna Univ.; M.Ed.'38, Temple Univ.; Supvg. Prin. of Sch., Middletown, Del., since 1944.

McMenamin, David, A.B.'24, Washington Col.; M.A., Columbia Univ.; Prin., Alfred I. DuPont Sch. Dist., Wilmington, Del., since 1930.

Madden, Kenneth C., B.S.'39, Pa. State Tchrs. Col., Shippensburg; M.A.'46, Univ. of N. C.; Ed.D.'50, Pa. State Col.; Supt. of Special Sch. Dist., Seaford, Del., since 1952.

Messner, J. C., A.B.'16, Franklin and Marshall Col.; B.D.'19, Eastern Theol. Sem. of the Reformed Church in the U. S.; M.A.'24, Columbia Univ.; Supt. of Sch., Harrington, Del., since 1926.

Miller, George R., Jr., A.B.'15, Lafayette Col.; M.A.'21, Tchrs. Col., Columbia Univ.; Ed.D.'43, New York Univ.; State Supt. of Pub. Instr., Dover, Del., since 1946.

Miller, Ward I., A.B.'14, A.M.'15, Univ. of Denver; Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wilmington, Del., since 1946.

Mitchell, Edith L., B.S.'30, M.A.'31, Tchrs. Col., Columbia Univ.; State Dir. of Art Educ., Dover, Del., since 1938.

Moore, James A., B.S.'41, M.S.'53, N. Y. State Tchrs. Col., Oswego; M.A.'50, Syracuse Univ.; Prin. of H. S., Lewes, Del., since 1950.

Omwake, H. Geiger, Certificate'26, Univ. de Poitiers, Tours, France; A.B.'29, Franklin and Marshall Col.; M.Ed.'48, Duke Univ.; Supvg. Prin. of Sch., Greenwood, Del., since 1952.

Packer, Harry Quentin, B.S.'39, M.A.'43, D.Ed.'53, Temple Univ.; State Supvr. of Distributive and Bus. Educ., State Dept. of Pub. Instr., Wilmington, Del., since 1949.

Penrose, William O., Ed.D.'48, Harvard Univ.; Dean, Sch. of Educ., Univ. of Del., Newark, Del., since 1949.

Pillard, Matthew J., A.B.'38, Univ. of Rochester; M.A.'42, Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ. Admin., Univ. of Del., Newark, Del., since 1951.

Row, Howard E., B.S.'43, Pa. State Tchrs. Col., Shippensburg; M.Ed.'48, Pa. State Col.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Exec. Secy., State Educ. Assn., Dover, Del., since 1953.

Shue, Wilmer E., B.S.'29, Franklin and Marshall Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newark, Del., since 1945.

Simpson, William B., B.S.'30, Univ. of Del.; M.S. in Ed.'36, Cornell Univ.; Ed.D.'51, Temple Univ.; Supt., Caesar Rodney Special Sch. Dist., Camden, Del., since 1938.

Slaybaugh, J. Paul, A.B.'21, Dickinson Col.; A.M.'33, Univ. of Pa.; LL.D.'42, Waynesburg Col.; Pres., Wesley Jr. Col., Dover, Del., since 1951.

*Stahl, Harvey E., A.B.'14, Ind. Univ.; A.M.'18, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Claymont, Del., since 1922.

Stewart, Robert C., B.S.'35, Ursinus Col.; M.A.'42, N. Y. Univ.; Ed.D.'50, Univ. of Pa.; Asst. State Supt. of Pub. Instr., in chg. of Sec. Schs., Dover, Del., since 1954.

Timmons, Leslie E., B.S.'26, Washington Col.; M.S. in Ed.'38, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Millsboro, Del., since 1938.

Vansant, Joseph A., B.A.'26, Haverford Col.; M.A. in Eng.'29, Univ. of Pa.; Ed.D.'41, Columbia Univ.; Supt. of Special Sch. Dist., Rehoboth Beach, Del., since 1952.

Wagner, M. Channing, B.A.'13, Wittenberg Col.; A.M.'23, Columbia Univ.; Asst. Supt. of Sch., Wilmington, Del., since 1929.

Wangler, Frank A., B.S.A.'17, Syracuse Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Delaware City, Del., since 1948.

Whigham, E. L., M.Ed.'49, Univ. of Ga.; Asst. Supt. and Dir. of Instr., Pub. Sch., Wilmington, Del., since 1954.

White, William E., Prin., H. Fletcher Brown Voc. H. S., Wilmington, Del.

Wiley, Virgil B., A.B.'22, George Washington Univ.; A.M.'28, Columbia Univ.; Prin., Consol. Sch., Bridgeville, Del., since 1940.

Wright, George W., B.S., Rider Col.; Ed.M., Temple Univ.; Supt. of Sch., Smyrna, Del., since 1943.

INSTITUTIONAL MEMBER

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DISTRICT OF COLUMBIA

Adams, Arthur S., Sc.D.'27, Colo. Sch. of Mines; Pres., American Council on Educ., Washington, D. C., since 1951.

Albright, Roger, A.B.'14, Colgate Univ.; B.D.'17, Union Theological Seminary; Dir., Educ. Services, Motion Picture Assn. of America, Washington, D. C., since 1935.

Amidon, Edna P., B.S.'19, M.S.'27, Univ. of Minn.; Chief, Home Economics Educ. Branch, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1938.

*Ballou, Frank Washington, B.S.'04, Tchrs. Col., Columbia Univ.; M.A.'08, Univ. of Cincinnati; Ph.D.'14, Harvard Univ.; LL.D.'41, Marietta Col.; LL.D.'43, George Washington Univ.; Pres., Dept. of Superintendence, 1925-26; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Washington, D. C., 1920-43 (retired). Address: 3130 Wisconsin Ave., N.W., Washington, D. C.

Barber, Joseph E., B.S.'26, M.S.'33, Syracuse Univ.; Ed.D.'48, Univ. of Buffalo; Educ. and Tr. Research Specialist, Bureau of Navy Personnel, Washington, D. C., since 1952.

Bass, H. W., B.A.'39, Union Col. (Nebr.); Supt. of Educ., Potomac Conference of Seventh-Day Adventists, Washington, D. C., since 1950.

*Beach, Fred F., B.S.'26, M.S.'27, Syracuse Univ.; M.A.'28, Ph.D.'33, Columbia Univ.; Chief, State Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.

Bedell, Ralph, B.S.'26, Central State Col. (Mo.); A.M.'29, Ph.D.'32, Univ. of Mo.; Dir., Program Planning and Review Branch, Internatl. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Berns, Karl H., B.S. in Ed.'24, Kent State Univ. (Ohio); M.A.'27, Univ. of Akron; LL.B.'37, William McKinley Sch. of Law; Ph.D.'42, Ohio State Univ.; Asst. Secy. for Field Operations, Natl. Educ. Assn., Washington, D. C., since 1953.

*Booker, Ivan Albert, A.B.'25, Ind. State Tchrs. Col.; M.A.'27, Ph.D.'34, Univ. of Chicago; Asst. Dir., Div. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1952.

Bragdon, Helen Dalton, B.A.'18, Mt. Holyoke Col.; Ed.M.'25, Ed.D.'28, Harvard Univ.; LL.D.'46, MacMurray Col.; L.H.D.'49, Bowling Green State Univ.; LL.D.'50, Lake Erie Col.; Genl. Dir., American Assn. of Univ. Women, Washington, D. C., since 1950.

Brown, Francis J., A.B.'18, State Univ. of Iowa; M.A.'23, Columbia Univ.; Ph.D.'32, New York Univ.; Litt.D.'49, Muhlenberg Col.; Staff Assoc., American Council on Educ., Washington, D. C., since 1940.

Brownell, Samuel M., A.B.'21, Univ. of Nebr.; A.M.'24, Ph.D.'26, Yale Univ.; LL.D.'54, Univ. of Denver; U. S. Commr. of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Bruce, William French, B.Sc.'11, M.A.'24, Ph.D.'26, Ohio State Univ. Address: 7711 Old Chester Rd., Washington, D. C.

Burr, Samuel Engle, Jr., Litt.B.'19, Rutgers Univ.; M.A.'25, Univ. of Wis.; M.A.'27, Tchrs. Col., Columbia Univ.; Ed.D.'36, Univ. of Cincinnati; Chmn., Dept. of Educ., Col. of Arts and Sciences, and Dir., Inst. on World Affairs, American Univ., Washington, D. C., since 1947.

Cantrell, Lawson J., A.B.'26, M.A.'27, George Washington Univ.; Assoc. Supt. of Sch. in chg. of Jr. and Voc. H. S., Div. 1, Washington, D. C., since 1939.

Carlton, Harold O., Educ. Consultant, Driver Educ. and Tr. Program, American Automobile Assn., Washington, D. C., since 1945.

Carpenter, Richard E., Bachelor's'35, Dartmouth Col.; Master's'46, Ed.D.'51, Tchrs. Col., Columbia Univ.; Dir. of Bus., Natl. Educ. Assn., Washington, D. C., since 1953.

Carr, William G., A.B.'24, M.A.'26, Ph.D.'30, Stanford Univ.; D.H.L.'54, Columbia Univ.; Exec. Secy., Natl. Educ. Assn., Washington, D. C., since 1952.

Christian, Wellner L., Dir., Div. of Records, Natl. Educ. Assn., Washington, D. C., since 1945.

Clark, Lois M., A.B.'28, Western Mich. Col. of Educ.; M.A.'31, Tchrs. Col., Columbia Univ.; Asst. Dir. of Rural Serv., Natl. Educ. Assn., Washington, D. C., since 1945.

Cooper, Shirley, A.B.'34, Davis and Elkins Col.; M.A.'39, W. Va. Univ.; Ph.D.'43, Cornell Univ.; Assoc. Secy., American Assn. of Sch. Admin., Washington, D. C., since 1954.

Corning, Hobart Munson, Ph.B.'11, A.M.'12, Dickinson Col.; A.M.'31, Tchrs. Col., Columbia Univ.; Ed.D.'31, Colo. Col.; Supt. of Sch., Washington, D. C., since 1946.

Cramer, (Mrs.) Bessie Wood, M.A.'40, Univ. of Md.; Dir. of Elem. Educ. in chg. of Special Serv., Peabody Sch., Washington, D. C., since 1947.

*Davis, Hazel, B.S.'32, Tchrs. Col., Columbia Univ.; M.A.'36, Univ. of Chicago; Ph.D.'40, Tchrs. Col., Columbia Univ.; Asst. Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1937.

Dawson, Howard A., B.S. and M.A.'24, Ph.D.'26, George Peabody Col. for Tchrs.; Dir. of Rural Serv. and Exec. Secy., Dept. of Rural Educ., Natl. Educ. Assn., Washington, D. C., since 1936.

Elicker, Paul Edgar, A.B.'14, Ursinus Col.; A.M.'21, Columbia Univ.; Ed.M.'31, Harvard Univ.; Sc.D. in Ed.'41, Boston Univ.; Exec. Secy., Natl. Assn. of Sec.-Sch. Prin., Washington, D. C., since 1940.

Eliot, Martha M., A.B.'13, Radcliffe Col.; M.D.'18, Johns Hopkins Univ.; Chief, Children's Bureau, U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Elstad, Leonard M., B.A.'22, LL.D.'46, St. Olaf Col.; M.A.'23, Gallaudet Col.; Pres., Gallaudet Col., Washington, D. C., since 1945.

Everding, Vincent H., B.C.S.'50, M.C.S.'51, Columbus Univ. (Wash., D. C.); Military Plans Analyst, Hq., U.S.A.F., Pentagon, Washington, D. C., since 1946.

Ewers, Alys H., M.A.'33, George Washington Univ.; Prin. of Takoma Sch., Washington, D. C., since 1937.

Exton, Elaine, B.S.'33, Columbia Univ.; M.A.'34, Univ. of Southern Calif. Address: 1200 16th St., N.W., Washington 6, D. C.

Fair, Eugene R., B.S. in Ed.'30, Northeast Mo. State Tchrs. Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'38, State Univ. of Iowa; Foreign Serv. Staff Officer, Training Br., U. S. Information Agency, and Professorial Lecturer, American Univ., Washington, D. C., since 1954.

Farley, Belmont Mercer, Ph.D.'29, Columbia Univ.; Dir. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1929.

Featherston, E. Glenn, B.S.'29, M.A.'31, Ed.D.'41, Univ. of Mo.; Dir. of Admin. of State and Local Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Fitzwater, C. O., A.B.'36, Glenville State Col.; M.A.'41, W. Va. Univ.; Ph.D.'46, Cornell Univ.; Co. and Rural Sch. Admin., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Fleege, Urban H., Ph.D.'40, Catholic Univ. of America; Staff Assoc., Natl. Catholic Educ. Assn., Washington, D. C., since 1952.

Foster, Richard R., Ph.D.'28, State Univ. of Iowa; Assoc. Supt. in chg. of Research, Div. 1, Pub. Sch., Washington, D. C., since 1950.

Fox, James Harold, A.B.'25, A.M.'26, Univ. of Western Ontario; Ed.M.'36, Ed.D.'37, Harvard Univ.; Dean, Sch. of Educ., George Washington Univ., Washington, D. C., since 1938.

Franseth, Jane, B.A.'30, Western Mich. Col. of Educ.; M.A.'36, Univ. of Mich.; Ph.D.'50, Univ. of Chicago; Specialist for Rural Sch., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.

Frutchey, Fred P., A.B.'22, Ursinus Col.; M.A.'30, Colo. State Col. of Educ.; Ph.D. '32, Ohio State Univ.; Educ. Analyst, Div. of Field Studies and Tr., Extension Serv., U. S. Dept. of Agriculture, Washington, D. C., since 1938.

Fuller, Alma Deane, B.S.'42, Kansas State Col.; Dir., Educ. Div., American Forest Products Indus., Washington, D. C., since 1950.

Fuller, Edgar, A.B.'27, Brigham Young Univ.; J.D.'32, Univ. of Chicago; Ed.D. '40, Harvard Univ.; Exec. Secy., Council of Chief State Sch. Officers, Washington, D. C., since 1948.

Gibbs, Andrew H., A.B.'39, M.A.'44, George Washington Univ.; Asst. Dir., Field Operations Branch, U. S. Office of Educ., Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.

Giddings, Ernest, A.B.'25, Western Mich. Col. of Educ.; A.M.'40, Mich. State Col.; Asst. Dir., Div. of Legislation and Fed. Relations, Natl. Educ. Assn., Washington, D. C., since 1945.

*Givens, Willard E., A.B.'13, LL.D.'38, Ind. Univ.; M.A.'15, Columbia Univ.; Ed.D.'41, Miami Univ.; Honorary Fellow of the Educ. Inst. of Scotland'47; Doctor of Humanities'50, Col. of Idaho; Honorary Life Member, American Assn. of Sch. Admin.; Exec. Secy., Natl. Educ. Assn., Washington, D. C., 1935-52 (retired). Address: 1661 Crescent Place, N.W., Washington, D. C.

Good, Paul H., A.B.'23, Friends Univ.; A.M.'29, Columbia Univ.; Secy., Com. on Educ., Chamber of Commerce of the U. S., Washington, D. C., since 1944.

Grad, Eli, B.R.E.'50, Jewish Theol. Sem.; M.A.'51, N. Y. Univ.; Dir. of Religious Educ., B'nai Israel Religious Sch., Washington, D. C., since 1951.

Grigsby, Rall I., A.B.'18, D.Ed.'49, Cornell Col.; M.A.'28, Drake Univ.; Asst. Commr. for Sch. Assistance in Federally Affected Areas, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1954.

Hager, Walter E., B.S.'16, Univ. of Nebr.; A.M.'27, Ph.D.'31, Columbia Univ.; Pres., Wilson Tchrs. Col., Washington, D. C., since 1941.

Halberg, Anna D., B.S.'22, A.M.'24, Columbia Univ.; Prof. of Educ., Wilson Tchrs. Col., Washington, D. C., since 1927.

Hamon, Ray Laforest, B.S.'22, Univ. of Fla.; A.M.'25, George Peabody Col. for Tchrs.; Ph.D.'30, Tchrs. Col., Columbia Univ.; Chief, Sch. Housing Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare. Washington, D. C.

Hansen, Carl F., A.B.'27, M.A.'40, Univ. of Nebr.; Ed.D.'44, Univ. of Southern Calif.; Assoc. Supt. of Sch. in chg. of Elem. Sch., Div. 1, and Curriculum Planning, Div. 1 and 2, Washington, D. C., since 1947.

Harris, Arthur L., B.A.'25, Park Col.; M.A. '35, Univ. of Hawaii; Ph.D.'42, Yale Univ.; Dir., Field Operations Branch, Div. of Sch. Assistance in Federally Affected Areas, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.

*Haycock, Robert Lee, B.A.'11, M.A.'12, George Washington Univ. Address: 1893 Ingleside Terr., N.W., Washington, D. C.

Haynes, Harold A., E.E.'10, Univ. of Pittsburgh; M.A.'30, Univ. of Chicago; Ed.D. '46, New York Univ.; First Asst. Supt. of Sch., Washington, D. C.

Hill, Wilhelmina, B.S. in Ed.'30, Univ. of Kansas; M.A.'33, Ed.D.'39, Tchrs. Col., Columbia Univ.; Specialist in Social Science, Elem. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Hobby, Oveta Culp, Secy., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Hochwalt, Frederick G., A.B.'31, LL.D.'48, Univ. of Dayton; M.A.'40, Ed.D.'44, Catholic Univ. of America; LL.D.'47, Mount Mary Col.; LL.D.'48, St. Mary's Col.; LL.D.'48, Villanova Col.; Secy. Genl., Natl. Catholic Educ. Assn., Washington, D. C., since 1944.

Holmes, Thomas J., M.A.'30, George Washington Univ.; Assoc. Supt. of Sch. in chg. of Personnel, Div. 1 and 2, Washington, D. C., since 1950.

Hornbostel, Victor O., B.S.'42, Kansas State Tchrs. Col., Emporia; M.S.'47, Ph.D. '54, Univ. of Wis.; Asst. Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1952.

Hubbard, Frank W., A.B.'22, M.A.'26, Univ. of Calif.; Ph.D.'31, Tchrs. Col., Columbia Univ.; Dir. of Research, Natl. Educ. Assn., Washington, D. C., since 1940.

Hull, J. Dan, Ph.D.'33, Yale Univ.; Chief, Sec. Sch. Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1947.

*Hutchins, Clayton D., B.A. and B.S.'22, M.A.'27, Ph.D.'38, Ohio State Univ.; Specialist in Sch. Finance, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.

Hypps, Irene C., A.B.'26, Howard Univ.; M.A.'32, Ph.D.'43, New York Univ.; Assoc. Supt. of Sch. in chg. of Educ. Research, Div. 2, Washington, D. C., since 1952.

Isenberg, Robert M., B.S. in Ed.'41, N. Y. State Col. for Tchrs. at Buffalo; M.S. in Ed.'48, Ph.D.'52, Cornell Univ.; Asst. Dir., Div. of Rural Serv., Natl. Educ. Assn., Washington, D. C., since 1952.

Kearns, Carroll D., B.M.'23, M.M.'25, Mus.D.'48, Chicago Musical Col.; B.S.'33, Westminster Col.; M.E.'38, Univ. of Pittsburgh; Member of Congress from Pa., Washington, D. C., since 1947.

Keith, Paul J., B.S.'29, Central Mo. State Col.; M.A.'35, Univ. of Mo.; Program Operations Advisor, Sch. Assistance in Federally Affected Areas, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1953.

Key, Norman, A.B.'38, Howard Col.; M.A. in Ed.'47, George Washington Univ.; Exec. Secy., Natl. Commn. on Safety Educ., Natl. Educ. Assn., Washington, D. C.

Lambert, Sam M., B.S.'35, M.A.'38, W. Va. Univ.; Asst. Dir., Research Div., Natl. Educ. Assn., Washington, D. C., since 1950.

Leeper, Robert R., A.B. in Ed.'34, Univ. of N. C.; M.A.'42, George Washington Univ.; D.Ed.'50, Tchrs. Col., Columbia Univ.; Assoc. Secy., Assn. for Supvn. and Curriculum Development, and Assoc. Editor, *Educational Leadership,* Washington, D. C., since 1950.

Lillywhite, Benjamin Alden, B.S.'28, M.S. '32, Utah State Agr. Col.; Assoc. Dir., Div. of Sch. Assistance in Federally Affected Areas, U. S. Office of Educ., Dept. of Health, Educ., and Welfare, Washington, D. C., since 1950.

Little, James Kenneth, A.B.'28, Sterling Col.; M.S.'31, Kansas State Tchrs. Col., Emporia; Ph.D.'34, Ohio State Univ.; Deputy Commr. of Educ., U.S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1954.

Lloyd, George W., M.A.'28, Clark Univ.; Pres., Mount Vernon Seminary, Washington, D. C., since 1931.

Lloyd, William Emmons, B.S.'32, Univ. of Va.; Dir. of Special Serv., American Assn. of Sch. Admin., Washington, D. C., since 1953.

Lyle, Robert S., A.B.'29, Dartmouth Col.; M.S. in Ed.'40, Cornell Univ.; Headmaster, Sidwell Friends Sch., Washington, D. C., since 1949.

McClure, Worth, A.B.'08, Ed.D.'38, Simpson Col.; A.M.'20, Univ. of Wash.; LL.D.'32, Col. of Puget Sound; Ed.D. '42, Columbia Univ.; Pres., 1943-44, and Exec. Secy., since 1946, American Assn. of Sch. Admin., Washington, D. C.

McCullough, Max, Exec. Secy., U. S. Natl. Commn. for UNESCO, Dept. of State, Washington, D. C.

Maas, Leroy John, B.S. in Ed.'28, Oakland City Col.; M.A.'45, George Washington Univ.; Pres., Southeastern Univ., Washington, D. C., since 1946.

Mackintosh, Helen K., Ph.D.'31, State Univ. of Iowa; Chief, Instr. Problems, Elem. Div., Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1938.

Marks, Sallie B., A.B.'23, Southwestern State Tchrs. Col.(Okla.); M.A.'24, Tchrs. Col., Columbia Univ.; Chief, Elem. Educ., 499 Pennsylvania Ave., Washington, D. C., since 1944.

Mauck, Willfred Otto, A.B.'21, LL.D.'52, Hillsdale Col.; M.A.'26, Columbia Univ.; LL.D.'39, Bates Col.; L.H.D.'50, Keuka Col.; Dir., East Coast Div., Inst. of Inter-American Affairs, Foreign Operations Admin., Washington, D. C., since 1953.

Miles, John R., Asst. Mgr., Educ. Dept., Chamber of Commerce of the U. S., Washington, D. C.

Mobley, M. D., B.S.A.'23, Univ. of Ga.; M.S.'30, Cornell Univ.; LL.D.'45, Piedmont Col.; Exec. Secy., American Voc. Assn., Inc., Washington, D. C., since 1951.

Murra, Wilbur Fim, B.S.'31, A.M.'35, Univ. of Minn.; M.A. in Tchg.'37, Harvard Univ.; Asst. Secy., Educ. Policies Commn., Washington, D. C., since 1947.

Myer, Walter E., A.B.'10, LL.D.'34, Southwestern Col.; A.M.'13, Univ. of Chicago; Dir., Civic Educ. Serv., Washington, D. C., since 1925.

Nelson, Norman J., A.B.'17, George Washington Univ.; A.M.'30, Harvard Univ.; First Asst. Supt. of Sch. in chg. of Wilson Tchrs. Col. and Sr. H. S., Div. 1, Washington, D. C., since 1947.

Oxnam, G. Bromley, A.B.'13, Univ. of Southern Calif.; S.T.B.'15, Boston Univ. Sch. of Theology; D.D.'25, Col. of the Pacific; LL.D.'29, Ohio Wesleyan; LL.D. '29, Wabash Col.; Litt.D.'30, Boston Univ.; LL.D.'31, Univ. of Southern Calif.; D.Sc.'35, Rose Polytechnic Inst.; L.H.D.'38, DePauw Univ.; Litt.D.'41, Northeastern Univ.; D.D.'46, Wesleyan Univ.; S.T.D.'46, Yale Univ.; LL.D.'46, Allegheny Col.; LL.D.'50, Dickinson Col.; LL.D.'52, Bennett Col.; Bishop of the Methodist Church, Washington, D. C., since 1952.

Pepper, Margaret R., M.A.'32, George Washington Univ.; Exec. Asst. to the Supt. of Sch., Washington, D. C., since 1948.

Peterson, Gladys Tignor, M.A.'34, Howard Univ.; M.A.'40, Ed.D.'49, Columbia Univ.; Admin. Asst. in the Office of the First Asst. Supt. of Sch., Div. 2, Washington, D. C., since 1953.

Pinkston, Eva G., Exec. Secy., Dept. of Elem. Sch. Prin., Natl. Educ. Assn., 1931-50 (retired). Address: 3600 Brandywine St., N. W., Washington, D. C.

Pope, Farnham G., B.S.'42, M.S. in Ed. '47, Ph.D.'49, Cornell Univ.; Chief, Dependents Sch. Section, Information and Educ. Br., Personnel Serv. Div., PMP-12, Directorate of Military Personnel, Air Force Hdqrs., Washington, D. C.

Reason, Paul L., B.Ed.'37, Keene Tchrs. Col. (N. H.); Ed.M.'47, Harvard Univ.; Specialist, Educ. Records and Reports, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Reed, Wayne O., B.A. in Ed.'35, Nebr. State Tchrs. Col., Peru; M.A.'40, Ph.D. '49, Univ. of Nebr.; Asst. Commr. of Educ. in chg. of Div. of State and Local Sch. Systems, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C.

Rice, Harold A., A.B.'20, A.M.'26, W. Va. Univ.; Ed.D.'38, New York Univ.; Sch. Facilities Survey, Sch. Housing Section, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Roblee, Dana B., B.S.'27, St. Bonaventure Univ.; M.S.'33, N. Y. State Col. for Tchrs., Albany; Sch. Relations Officer, Federal Civil Defense Admin., Washington, D. C., since 1952.

Russell, William F., A.B.'10, Cornell Univ.; Ph.D.'14, Columbia Univ.; LL.D. '28, George Washington Univ.; LL.D. '28, Univ. of Pittsburgh; LL.D.'29, Colby Col.; LL.D.'29, Columbia Univ.; Ed.D. '35, Colo. State Col. of Educ.; Paed.D. '39, Sofia; F.E.I.S.'47, Edinburgh; Deputy Dir. for Tech. Serv., Foreign Operations Admin., Washington, D. C., since 1954.

Savoy, A. Kiger, A.B. in Ed.'29, Howard Univ.; M.A.'34, Columbia Univ.; Assoc. Supt. of Sch., Washington, D. C., 1930-52 (retired). Address: 217 T St., N. W., Washington, D. C.

Shephard, William H., B.A.'29, Washington Missionary Col.; M.A.'36, Univ. of Va.; Pres., Washington Missionary Col., Takoma Park, Washington, D. C., since 1946.

Smith, Arthur E., Dir., Modern Sch. of Music, Washington, D. C., since 1935.

Smith, (Mrs.) Josephine C., A.B.'30, Howard Univ.; M.A.'37, Columbia Univ.; Dir. of Elem. Educ. in chg. of Admin., Div. 2, Pub. Sch., Washington, D. C., since 1947.

Snearline, Paul Albert, A.B.'37, Univ. of Akron; A.M.'38, Univ. of Mich.; Admin. Asst. to First Asst. Supt. of Sch., Washington, D. C., since 1950.

Snow, Glenn E., B.S.'25, M.S.'29, Univ. of Utah; Pres., Natl. Educ. Assn., 1947-48; Asst. Secy. for Lay Relations, Natl. Educ. Assn., Washington, D. C., since 1950.

Snyder, Harold E., A.B.'29, Swarthmore Col.; M.A.'33, Ph.D.'42, Tchrs. Col., Columbia Univ.; Dir. of Wash. Seminar on Internatl. Affairs, Washington, D. C., since 1951.

Spaulding, Seth Joseph, B.A.'48, Mexico City Col. (Mexico); M.A.'50, Ph.D.'53, Ohio State Univ.; Fundamental Educ. Program Specialist, Pan American Union, Washington, D. C., since 1951.

Taylor, James L., B.S.E.'30, Ark. State Tchrs. Col.; M.A.'36, George Peabody Col. for Tchrs.; Specialist, Sch. Plant Management, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1951.

Thomas, Frank, A.B.'30, Col. of Emporia, A.M.'40, Univ. of Kansas; Asst. to the Commr., U. S. Office of Educ., Dept. of Health, Educ., and Welfare, Washington, D. C., since 1954.

Viles, N. E., A.M.'30, Ph.D.'34, Univ. of Mo.; Specialist, Sch. Plant Management, Office of Educ., U. S. Dept. of Health, Educ., and Welfare, Washington, D. C., since 1946.

Webster, Marjorie Fraser, B.A.'33, George Washington Univ.; M.A.'35, American Univ.; Pres. and Founder, Marjorie Webster Jr. Col., Washington, D. C., since 1920.

Wilson, Roy K., B.Ed.'36, Eastern Ill. State Col.; A.M.'43, Univ. of Ill.; Asst. Dir. of Press and Radio Relations, Natl. Educ. Assn., Washington, D. C., since 1946.

Wyman, Harry B., B.S. in Ed.'18, M.A.'27, Ph.D.'31, Ohio State Univ.; Chief, Orientation Liaison Br., Special Serv. Div., International Educ. Exchange Serv., Dept. of State, Washington, D. C., since 1953.

INSTITUTIONAL MEMBERS

Director, Office of Armed Forces Information and Educ., Dept. of Defense, Washington, D. C.

Howard Univ., Library Serials, Washington, D. C.

Watson Automotive Equipment Company, C. P. Lineweaver, Branch Mgr., 1042 Wisconsin Ave., N. W., Washington, D. C.

Wilson Tchrs. Col., Library, Washington, D. C.

FLORIDA

Alexander, William M., B.A.'34, Bethel Col.; M.A.'36, George Peabody Col. for Tchrs.; Ph.D.'40, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Miami, Coral Gables, Fla., since 1950.

*Anderson, Homer W., B.A.'10, Highland Park Col.; M.A.'15, Ph.D.'25, State Univ. of Iowa; Pres., American Assn. of Sch. Admin., 1942-43; Honorary Life Member, American Assn. of Sch. Admin. Address: 613 Francis Blvd., Lakeland, Fla.

Bailey, Thomas D., A.B.'19, Wofford Col.; M.A.E.'39, Univ. of Fla.; LL.D.'49, Fla. Southern Col.; Supt. of Pub. Instr., State Dept. of Educ., Tallahassee, Fla., since 1949.

Baird, J. Pope, B.S.C.'30, Bowdoin Col.; M.A.E.'54, Univ. of Fla.; State Supvr. of Transportation, State Dept. of Educ., Tallahassee, Fla., since 1946.

Beery, John R., A.B.'30, Juniata Col.; A.M.'34, Univ. of Chicago; Ph.D.'42, Columbia Univ.; Dean, Sch. of Educ., Univ. of Miami, Coral Gables, Fla., since 1947.

Berger, Herbert, Diploma '46, Tchrs. Inst. (N. Y.); B.A.'46, Yeshiva Univ.; M.A.'50, Harvard Univ.; Dir. of Extension Activities, Bureau of Jewish Educ. of Greater Miami, Miami, Fla., since 1951.

Blackburn, J. Hartley, A.B.'30, Fla. Southern Col.; M.Ed.'42, Duke Univ.; Manatee Co. Supt. of Sch., Bradenton, Fla., since 1945.

Christian, Floyd T., A.B.'37, M.A.'50, Univ. of Fla.; Pinellas Co. Supt. of Pub. Instr., Clearwater, Fla., since 1949.

*Colmey, James W., B.B.A.'46, Univ. of Texas; M.A.'47, Ed.D.'52, Tchrs. Col., Columbia Univ.; Supvr. of Custodians, Dade Co. Sch., Miami, Fla., since 1953.

Cook, Denton L., A.B.'35, Nebr. State Tchrs. Col.; M.A.'40, Univ. of Fla.; Ed.D.'52, Colo. State Col. of Educ.; Supvg. Prin. of Sch., Plant City, Fla., since 1943.

Darden, Woodrow J., B.S.'39, John B. Stetson Univ.; M.Ed.'51, Univ. of Fla.; Supt. of Pub. Instr., Brevard Co., Titusville, Fla., since 1952.

Dean, Harris William, Ed.B.'29, Ill. State Normal Univ.; A.M.'36, State Univ. of Iowa; Ed.D.'47, Univ. of Ill.; Prof. of Educ. Admin., Fla. State Univ., Tallahassee, Fla., since 1948.

Dominick, H. B., B.S.'37, Univ. of Fla.; Hardee Co. Supt. of Pub. Instr., Wauchula, Fla., since 1949.

Efferson, H. Manning, A.B.'22, Atlanta Univ.; M.A.'28, Columbia Univ.; Dean of Admin., since 1950, and Acting Dean of Students, Fla. A. and M. Univ., Tallahassee, Fla., since 1953.

Eggert, C. Lee, A.B.'29, Univ. of Wis.; M.A.'35, Northwestern Univ.; Ed.D.'52, Ind. Univ.; Prof. of Sch. Admin. and Field Serv., Univ. of Fla., Gainesville, Fla., since 1952.

Ersoff, Samuel, Ed.D.'50, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Univ. of Miami, Miami, Fla., since 1951.

Eyman, Ralph L., Ed.D.'28, Univ. of Calif.; Dean, Sch. of Educ., Fla. State Univ., Tallahassee, Fla., since 1937.

Farnell, J. Crockett, B.S.'37, Univ. of Tampa; M.A.E.'51, Univ. of Fla.; Hillsborough Co. Supt. of Pub. Instr., Tampa, Fla., since 1949.

Garver, Harlie, B.S.'14, Hiram Col.; M.A. '26, Columbia Univ.; Supt. of Sch., Hobart, Ind., 1940-54 (retired). Address: Gulfshore Trailer City, Longboat Key, Sarasota, Fla.

Godby, Amos, A.B.'30, Mercer Univ.; Leon Co. Supt. of Pub. Instr., Tallahassee, Fla., since 1944.

Gore, George William, Jr., A.B.'23, De Pauw Univ.; Ed.M.'28, Harvard Univ.; Ph.D.'40, Columbia Univ.; Pres., Fla. A. and M. Univ., Tallahassee, Fla.

Greene, Crawford, A.B. and B.S.'21, Henderson-Brown Col.; M.A.'26, George Peabody Col. for Tchrs.; Bus. Mgr., Hillsborough Co. Pub. Schs., Tampa, Fla., since 1948.

Harden, Claude McEuen, B.S.E.'36, M.A. '38, Fla. Southern Col.; Supt. of Pub. Instr., Polk Co. Sch., Bartow, Fla., since 1949.

Henderson, Ed, B.S.'27, M.S.'28, Stetson Univ.; Exec. Secy., Fla. Educ. Assoc., Tallahassee, Fla., since 1949.

Huskey, D. C., A.B.'30, Fla. Southern Col.; M.Ed.'40, Duke Univ.; St. Lucie Co. Supt. of Sch., Ft. Pierce, Fla., since 1945.

Hutzler, Damon A., B.A.'33, M.A.'47, Univ. of Fla.; Supvg. Prin. of Sch., Fort Myers, Fla., since 1952.

Johns, Roe L., B.S.'23, Southeast Mo. State Col., Cape Girardeau; M.A.'27, Ph.D.'28, Tchrs. Col., Columbia Univ.; Head of Dept. of Sch. Admin., and Dir., Div. of Field Serv., Col. of Educ., Univ. of Fla., Gainesville, Fla., since 1946.

Koepke, William Charles, Ph.B.'13, Univ. of Wis.; M.A.'27, Columbia Univ.; Ph.D. '31, Marquette Univ. Address: 2501 13th Ave., W., Bradenton, Fla.

Lawler, Eugene S., B.A.'14, Trinity Univ.; M.A.'22, Ph.D.'32, Tchrs. Col., Columbia Univ.; Prof. of Educ., Fla. State Univ., Tallahassee, Fla., since 1951.

Leps, Joseph M., A.B.'20, Hampden-Sydney Col.; M.A.'38, Fla. Southern Col.; Ed.D.'42, Columbia Univ.; Prof. of Sch. Admin., Univ. of Fla., Gainesville, Fla., since 1943.

Lovell, Broward, A.B., M.A.E.'38, Univ. of Fla.; Marion Co. Supt. of Pub. Instr., Ocala, Fla., since 1941.

McFatter, William T., Jr., Washington Co. Supt. of Sch., Chipley, Fla., since 1954.

March, Leland S., A.B.'23, Univ. of Maine; B.P.E.'28, Springfield Col.; Ed.M.'34, Boston Univ.; Asst. Supt. of Monroe Co. Sch., Key West, Fla.

Marks, George W., A.B.'14, Univ. of Kansas; Co. Supt. of Pub. Instr., DeLand, Fla., since 1923.

Mills, (Mrs.) Lula C., A.B.'07, M.A.'36, Winthrop Col.; Prin., Bryan Elem. Sch., Plant City, Fla., since 1953.

Milwee, Rayburn T., M.A.'48, Stetson Univ.; Seminole Co. Supt. of Pub. Instr., Sanford, Fla., since 1953.

Morse, C. Marguerite, B.S.E.'33, Univ. of Fla.; Genl. Supvr. of Sch., Clearwater, Fla.

Moseley, Nicholas, B.A.'19, Ph.D.'25, Yale Univ. Address: Route 2, Box 1083, Pompano Beach, Fla.

Nance, Ellwood C., A.B.'26, M.A.'34, Cincinnati Bible Sem.; Th.B.'32, D.S.Litt. '37, Ky. Christian Col.; Pres., Univ. of Tampa, Tampa, Fla., since 1945.

O'Bryant, Horace, B.S.'22, A.M.'32, Univ. of Fla.; Monroe Co. Supt. of Pub. Instr., Key West, Fla., since 1949.

Perkins, Raymond E., B.S. in Ed.'36, Univ. of Maine; M.S.'43, Univ. of Ark.; Mara Beach, Longboat Key, Sarasota, Fla.

Permenter, John A., B.S.'33, Berry Col.; A.B.'34, Fla. Southern Col.; M.A.'47, Ed.D.'49, Columbia Univ.; Dir. of Instr., Polk Co. Sch., Bartow, Fla., since 1954.

Phillips, O. K., B.S. in Ed.'20, Southeast Mo. State Col.; M.A.'27, Univ. of Mo.; Supt. of Pub. Instr., Broward Co., Fort Lauderdale, Fla., since 1952.

Puryear, Royal W., A.B.'33, Howard Univ.; M.S.'39, Univ. of Ind.; Pres., Fla. Normal Indus. and Memorial Col., St. Augustine, Fla., since 1950.

Rhodes, Francis Arlington, A.B.'30, M.A. '46, Ed.D.'48, Univ. of Fla.; Specialist in Surveys, State Dept. of Educ., Tallahassee, Fla., since 1951.

Roudebush, George E., B.S. in Ed.'18, Ohio State Univ.; M.A.'23, Tchrs. Col., Columbia Univ.; D.Ed.'40, Ohio Wesleyan Univ.; Supt. of Sch., Columbus, Ohio, 1937-49 (retired). Address: 2631 47th St., South, St. Petersburg, Fla.

Rumph, Albert H., M.A.E.'47, Univ. of Fla.; Supt. of Pub. Instr., Columbia Co., Lake City, Fla., since 1949.

Simpson, A. M., B.Ed.'38, Southern Ill. Univ.; M.A.'41, Univ. of Ill.; Prin., Seacrest H. S., Delray Beach, Fla., since 1952.

Strode, Carl C., B.S.E.'27, Univ. of Fla.; M.A.'34, Univ. of Chicago; Co. Supt. of Pub. Instr., Sarasota, Fla., since 1953.

Thomas, W. R., A.B.'11, A.M.'12, Univ. of N. C.; Supt. of Dade Co. Sch., Miami, Fla., since 1953.

Thomsen, Donald Richard, B.Ed.'43, M.S. Ed.'49, Ill. State Normal Univ.; Grad. Student, Univ. of Fla., Gainesville, Fla., since 1954.

Vaughn, Charles A., Jr., B.S. in Ed.'44, M.Ed.'48, Univ. of Fla.; Lake Co. Supt. of Sch., Tavares, Fla.

Walker, Judson B., A.B.E.'22, M.A.E.'24, Univ. of Fla.; Orange Co. Supt. of Sch., Orlando, Fla., since 1932.

Watkins, Howell L., A.B.'16, M.A.'36, Emory Univ.; Palm Beach Co. Supt. of Pub. Instr., West Palm Beach, Fla., since 1948.

Whittier, C. Taylor, A.B.'36, A.M.'38, Ph.D.'48, Univ. of Chicago; Dir. of Instr., Pinellas Co. Sch., Clearwater, Fla., since 1953.

Wild, Fred, B.S.E.'34, Fla. Southern Col.; Co. Supt. of Pub. Instr., Highlands Co., Sebring, Fla., since 1945.

Wish, Fred D., Jr., A.B.'13, Bowdoin Col.; Instr. in Economics, Fla. Southern Col., Lakeland, Fla., since 1954.

*Withers, John W., B.S.'90, B.A.'91, Pd.D. '96, Natl. Normal Univ.; M.A.'02, Ph.D. '04, Yale Univ.; LL.D.'17, Washington Univ.; LL.D.'18, Univ. of Mo.; L.H.D. '38, New York Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Dean Emeritus, Sch. of Educ., New York Univ., New York, N. Y., since 1939. Address: 1813 First Ave., Bradenton, Fla.

Wortman, Edgar S., Archt., Palm Beach Co. Bd. of Pub. Instr., Lake Worth, Fla., since 1945.

INSTITUTIONAL MEMBERS

Bd. of Pub. Instr., Materials Center, 215 West Garden St., Pensacola, Fla.

Instructional Materials Dept., Bd. of Pub. Instr. of Dade Co., Miami, Fla.

Rollins Col., Library, Winter Park, Fla.

GEORGIA

Aaron, Norman J., B.S.I.E.'33, Ga. Inst. of Tech.; Asst. Supt. of Fulton Co. Sch., Atlanta, Ga., since 1950.

Acree, Jack Knox, A.B.'35, Piedmont Col.; M.Ed.'46, Univ. of Ga.; Supt. of Sch., Cartersville, Ga., since 1954.

Adams, George Walter, A.B.'26, Mercer Univ.; M.A.'43, Emory Univ.; Prin., High and Elem. Sch., Roswell, Ga., since 1938.

Aeck, Richard L., B.S. in Arch.'36, Ga. Inst. of Tech.; Arch., Aeck Associates, 140 Peachtree St., N. W., Atlanta, Ga.

Amsler, O. L., B.S.'18, North Ga. Col.; M.A. in Ed.'31, Oglethorpe Univ.; Supt. of Sch., Decatur, Ga., since 1944.

Antley, Shuler, B.S.'22, The Citadel; LL.B.'30, Atlanta Law Sch.; Supt. of Sch., Marietta, Ga., since 1942.

Ayers, Fred, A.B. in Ed.'29, M.A.'34, Univ. of Ga.; Supt. of Sch., Athens, Ga., since 1948.

Barnes, Jarvis, B.S.'38, Clemson Col.; M.A.'38, George Peabody Col. for Tchrs.; Dir. of Research and Pupil Personnel, Bd. of Educ., Atlanta, Ga., since 1942.

Battle, L. H., Ph.B.'15, M.A.'32, Emory Univ.; Supt. of Sch., Gainesville, Ga., since 1953.

Benson, Arthur J., B.S. in Ed.'47, M.Ed. '48, Univ. of Ga.; Marion Co. Supt. of Sch., Buena Vista, Ga., since 1949.

Blakeney, Revis Duin, M.A.'48, Univ. of Ala.; Supt. of City Sch., Thomasville, Ga., since 1950.

Boddiford, Joseph Knapp, B.S. in Ed.'38, Ga. Tchrs. Col., Collegeboro; M.A.'39, Ohio State Univ.; Screven Co. Supt. of Sch., Sylvania, Ga., since 1949.

Boswell, Sidney, B.S.'31, Ga. Tchrs. Col.; M.Ed.'39, Duke Univ.; Asst. Supt. of Glynn Co. Sch., Brunswick, Ga., since 1954.

Brewster, William R., B.S.'20, U.S. Military Acad.; Pres., Ga. Military Acad., College Park, Ga., since 1939.

Calhoun, Hazel, Owner-Mgr., Calhoun Company, 235 Ponce de Leon Ave., N.E., Atlanta, Ga.

Carpenter, K. L., B.S.'34, M.S.'35, Stetson Univ.; Supt. of Pub. Educ., Americus, Ga., since 1947.

Cherry, Jim D., B.S.'36, Ga. Tchrs. Col., Collegeboro; M.A.'40, Univ. of N. C.; De Kalb Co. Supt. of Sch., Decatur, Ga., since 1949.

Cheves, Charles Judson, A.B.'19, Mercer Univ.; A.M.'30, Tchrs. Col., Columbia Univ.; Supt. of Spalding Co.-Griffin Sch., Griffin, Ga., since 1953.

Clark, Reuel Stafford, A.B.'42, Berry Col.; M.Ed.'45, Univ. of Ga.; Troup Co. Supt. of Sch., LaGrange, Ga., since 1949.

Clement, Rufus E., A.B.'19, Livingstone Col.; B.D.'22, Garrett Biblical Inst.; A.M. '22, Ph.D.'30, Northwestern Univ.; Pres., Atlanta Univ., Atlanta, Ga., since 1937.

Coleman, Marvin Ethridge, Ph.B.'15, Emory Univ.; Asst. Supt. of Sch., Atlanta, Ga., since 1937.

Collins, M. D., A.B.'31, M.A.'32, Ped.D. '33, Oglethorpe Univ.; LL.D.'38, Mercer Univ.; H.D.'44, Bob Jones Univ.; State Supt. of Sch., Atlanta, Ga., since 1933.

Connell, Cater Lloyd, B.S.'39, Univ. of Ga.; Grady Co. Supt. of Sch., Cairo, Ga., since 1949.

Cordell, J. J., A.B.'28, Mercer Univ.; M.A.'38, Univ. of S. C.; Supt. of Sch., Albany, Ga., since 1948.

Crudup, Edward Alston, A.B.'26, Mercer Univ.; M.A.'32, George Peabody Col. for Tchrs.; Supt. of City Sch., Rome, Ga., since 1953.

Cutts, Harvey C., A.B.'20, Mercer Univ.; M.S. in Ed.'41, Univ. of Ga.; Supt. of Sch., Greenville, Ga., since 1933.

Davis, Roy W., A.B.'24, M.A.'25, Mercer Univ.; Asst. Supt. in chg. of Instr., Atlanta, Ga., since 1944.

Derrick, A. W., Asst. Supt. of Sch., Rome, Ga.

Derthick, Roger Henry, A.B.'34, Milligan Col.; M.S.'35, Univ. of Tenn.; Prin. of Elem. Sch., Atlanta, Ga., since 1952.

Drake, Walter Homer, M.A.'36, Univ. of Ga.; Supt. of Sch., Newnan, Ga., since 1941.

Drum, Woodward Glenn, A.B.'28, Asbury Col.; M.S.'39, Univ. of Ga.; Pres., Emmanuel Col., Franklin Springs, Ga., since 1949.

Early, William Ashby, Diploma '23, Randolph-Macon Acad.; A.B.'27, L.H.D.'54, Emory and Henry Col.; M.Ed.'41, Duke Univ.; Pres., Natl. Educ. Assn., 1953-54; Supt. of Sch., Savannah and Chatham Co., Savannah, Ga., since 1952.

English, Mildred E., B.S.'21, M.A.'26, George Peabody Col. for Tchrs.; Ed.D. '40, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Supvr. of Off-Campus Student Tchg., Ga. State Col. for Women, Milledgeville, Ga., since 1935.

Gauerke, Warren E., Ph.D.'49, Univ. of Chicago; Assoc. Prof. of Sch. Admin., Emory Univ., Emory University, Ga., since 1951.

Green, Clarence Graham, M.A.'41, Emory Univ.; Prin. of William P. Medlock Elem. Sch., Decatur, Ga., since 1950.

Hale, Clifford G., B.S. in Ed.'34, Ga. Tchrs. Col.; M.S. in Ed.'39, Univ. of Ga.; Supt. of Sch., Dalton, Ga., since 1946.

Harrison, W. T., Supt. of Sch., West Point, Ga.

Hodges, C. V., B.S.'34, Ga. Tchrs. Col., Collegeboro; M.Ed.'39, Duke Univ.; Supt. of Sch., Fitzgerald, Ga., since 1948.

Hodgson, Prince A., B.S. in Voc. Ed.'20, Univ. of Ga.; Elbert Co. Supt. of Sch., Elberton, Ga., since 1949.

Holstun, Gordon R., B.S.Ed.'31, M.S.Ed. Adm.'40, Ala. Polytech. Inst.; Upson Co. Supt. of Sch., since 1941, and Supt. of Pub. Sch., Thomaston, Ga., since 1948.

Hood, Ralph Erskine, A.B.'22, Erskine Col.; M.A.'37, Duke Univ.; Supt. of Glynn Co. Sch., Brunswick, Ga., since 1941.

Hughes, Frank M., M.S.Ed.'39, Univ. of Ga.; Cook Co. Supt. of Sch., Adel, Ga., since 1943.

Jarrell, (Miss) Ira, A.B.'28, M.A.'31, Oglethorpe Univ.; Supt. of Sch., Atlanta, Ga., since 1944.

Jones, (Mrs.) Margaret B., B.S., Wesleyan Col.; Asst. Editor and Advertising Mgr., *Georgia Educ. Journal*, Atlanta, Ga., since 1946.

King, Hodge, B.A.'40, Morris Brown Col.; M.A.'53, N. Y. Univ.; Prin., Eureka H. S., Ashburn, Ga., since 1946.

Lamb, W. L., B.S.'22, Univ. of Ga.; Decatur Co. Supt. of Sch., Bainbridge, Ga., since 1949.

Lewis, L. W., A.B.'23, M.A.'45, Mercer Univ.; Prin. of Lanier Jr. H.S., Macon, Ga., since 1941.

McCord, George M., B.Ph.'27, M.A.'36, Emory Univ.; Prin. of Murphy H. S., Atlanta, Ga., since 1942.

McGinty, Veazey C., A.B.'31, Mercer Univ.; M.Ed.'51, Univ. of Ga.; Prin., Jr.-Sr. H. S., Quitman, Ga., since 1952.

MacRae, Douglas G., A.B.'28, A.M.'40, Emory Univ.; Asst. Supt. of Fulton Co. Sch., Atlanta, Ga., since 1947.

Manley, Albert Edward, B.S.'30, Johnson C. Smith Univ.; A.M., Tchrs. Col., Columbia Univ.; Ed.D.'46, Stanford Univ.; Pres., Spelman Col., Atlanta, Ga., since 1953.

Masters, Hugh B., B.S.'28, North Texas State Col.; Master's '32, Tchrs. Col., Columbia Univ.; Doctorate '49, Univ. of Chicago; Dir., Ga. Center for Continuing Educ., Univ. of Ga., Athens, Ga., since 1954.

Norvell, (Mrs.) Florence Crane, B.S.'38, Ga. State Col. for Women; M.A.'41, Tchrs. Col., Columbia Univ.; Prin. of Pape Sch., Savannah, Ga., since 1944.

Nunn, W. G., B.S.'26, M.S.'29, Ala. Polytech. Inst.; Supt. of Sch., Valdosta, Ga., since 1949.

Payne, W. K., A.B.'23, Morehouse Col.; A.M.'27, Columbia Univ.; Pres., Savannah State Col., Savannah, Ga.

Peters, Edmund Clarke, B.A. and B.S.A. '16, Univ. of Tenn.; M.A.'25, Univ. of Chicago; Pres., Paine Col., Augusta, Ga., since 1929.

Power, W. Dean, Jr., A.B.'38, Presbyterian Col.; M.Ed.'50, Duke Univ.; Supt. of Sch., Canton, Ga., since 1953.

Rehberg, W. H., A.B.'29, M.A.'35, Mercer Univ.; Co. Supt. of Sch., Thomasville, Ga., since 1944.

Rogers, N. A., M.Ed.'49, Univ. of Ga.; Heard Co. Supt. of Sch., Franklin, Ga., since 1941.

Saxon, J. Harold, A.B.'14, Emory Univ.; M.A.'31, Mercer Univ.; Exec. Secy., Ga. Educ. Assn., Atlanta, Ga., since 1944.

Scheff, Leal Mallory, B.S.'27, M.Ed.'50, Emory Univ.; Asst. to the Supt., Polk Co. Sch., Cedartown, Ga., since 1951.

Scott, Wilton C., A.B.'40, Xavier Univ.; M.A.'53, N. Y. Univ.; Dir. of Pub. Relations, Savannah State Col., Savannah, Ga., since 1947.

Scudder, (Mrs.) Hazel J., Supvg. Prin. of Post Dependents Sch., Ft. Benning, Ga.

Senkbeil, Anna E., A.B.'36, M.A.'37, Oglethorpe Univ.; Prin., George W. Adair Sch., Atlanta, Ga., since 1942.

Shaw, William Henry, B.A.'28, M.Ed.'33, Duke Univ.; Supt. of Educ., Muscogee Co. Sch. Dist., Columbus, Ga., since 1945.

Shepard, Jack D., A.B.'32, Asbury Col.; M.S. in Ed.'41, Univ. of Ga.; Randolph Co. Supt. of Sch., Cuthbert, Ga., since 1944.

Smith, Doyne M., B.S.'40, M.S.'47, Univ. of Ark.; Ed.D.'49, Univ. of Colo.; Prof. of Educ., Univ. of Ga., Athens, Ga., since 1954.

Smith, Gerald Y., A.B.'26, LL.D.'51, Wheaton Col. (Ill.); M.A.'37, Oglethorpe Univ.; Asst. Supt. of Sch. in chg. of Personnel, Atlanta, Ga., since 1950.

Smith, Mark A., B.S.'15, Clemson Agrl. Col.; LL.D.'39, Mercer Univ.; D.Ed.'48, Clemson Col.; Co. Supt. of Sch., Macon, Ga., since 1941.

Smith, William S., A.B.'35, Glenville State Col. (W. Va.); M.S. in Ed.'39, Univ. of Ga.; Charlton Co. Supt. of Sch., Folkston, Ga., since 1945.

Sprayberry, W. P., A.B.'31, Univ. of Ga.; Cobb Co. Supt. of Sch., Marietta, Ga., since 1943.

Sprowles, Lee, A.B.'39, M.A.'46, Ed.D.'47, Univ. of Ky.; Assoc. Prof. of Educ., Univ. of Ga., Athens, Ga., since 1951.

Strickland, A. J., A.B.'35, Wofford Col.; M.Sc. in Ed.'40, M.Ed.'40, Univ. of Ga.; Supt. of City Sch., Trion, Ga., since 1948.

*Sutton, Willis Anderson, Ph.B.'03, L.L.D. '04, LL.D.'38, Emory Univ.; Ped.D.'24, Oglethorpe Univ.; LL.D.'37, Tusculum Col.; Pres., Natl. Educ. Assn., 1930-31; Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus, Atlanta Pub. Sch., 930 Drewry St., N. E., Atlanta, Ga., since 1944.

Tabor, Lewis W., B.S.'28, Ga. Inst. of Tech.; Houston Co. Supt. of Sch., Perry, Ga., since 1950.

Walker, Knox, A.B.'15, Mercer Univ.; M.A.'25, Columbia Univ.; Asst. Supt., Fulton Co. Sch., Atlanta, Ga.

West, Paul D., Ph.B.'24, M.A.'40, LL.D. '54, Emory Univ.; Fulton Co. Supt. of Sch. Atlanta, Ga., since 1947.

Whelchel, Emmett V., M.A.'37, Mercer Univ.; Supt. of Sch., Moultrie, Ga., since 1946.

*Woofter, James, A.B.'41, Glenville State Col.; A.M.'48, Univ. of Ala.; Ed.D.'50, Columbia Univ.; Field Rep., Div. of Sch. Assistance, U. S. Dept. of Health, Educ., and Welfare, Atlanta, Ga., since 1953.

Yates, Comer B., Normal Diploma '38, West Ga. Col.; B.S.Ed.'48, Ga. Tchrs. Col., Statesboro; M.Ed.'52, Univ. of Ga.; Carroll Co. Supt. of Sch., Carrollton, Ga., since 1953.

INSTITUTIONAL MEMBERS

Ga. State Col. for Women, Milledgeville, Ga.

Ga. Tchrs. Col., Library, Collegeboro, Ga.

North Ga. Col., Library, Dahlonega, Ga.

Univ. of Ga., Library, Serials Div., Athens, Ga.

W. C. Bradley Memorial Library, Columbus, Ga.

GUAM

Haitema, John S., A.B.'24, Calvin Col.; A.M.'30, Ph.D.'46, Univ. of Mich.; Dir. of Educ., Agana, Guam, since 1953.

HAWAII

Brewer, (Mrs.) Lela R., A.B.'31, M.E.'40, Univ. of Hawaii; Prin. of Kamehameha Prep. Dept., Honolulu, T. H., since 1943.

Chamberlain, Clayton J., B.S.'24, Beloit Col.; Supt. of Pub. Instr., Honolulu, T. H., since 1953.

Digneo, Elmer J., B.S.'45, La Sierra Col.; Prin., Hawaiian Mission Acad., Honolulu, T. H., since 1953.

Fox, John F., B.S. in Ed.'29, Univ. of Mo.; M.A.'31, Ph.D.'36, New York Univ.; Pres., Punahou Sch., Honolulu, T. H., since 1944.

Kent, Harold W., B.S.'21, M.S.'35, Northwestern Univ.; Pres., Kamehameha Sch., Honolulu, T. H., since 1946.

Parmiter, Charles A., Jr., B.A.'32, Harvard Univ.; M.A.'36, Clark Univ.; B.D.'44, Episcopal Theol. Sem.; Rector of Iolani Sch., Honolulu, T. H., since 1950.

IDAHO

Alexander, James B., A.B.'22, Drury Col.; A.M.'31, Univ. of Wash.; Supt. of Sch., Salmon, Idaho, since 1944.

Andrews, Howard T., B.S. in Ed.'29, M.S. in Ed.'41, Univ. of Idaho; Supt. of Class A Sch. Dist. 391, Kellogg, Idaho, since 1946.

Booth, Clarence L., A.B.'17, Otterbein Col.; M.A.'27, State Col. of Wash.; Supt. of Sch., Lewiston, Idaho.

Broadhead, W. R., B.A.'47, M.A.'50, Univ. of Idaho; Supt. of Sch., Payette, Idaho, since 1951.

DeBeaumont, Dare C., B.A.'28, State Col. of Wash.; M.A.'38, Univ. of Idaho; Supt. of Sch., Boise, Idaho, since 1953.

Denton, Roy Gold, M.A.'37, Western State Col. of Colo.; Supt. of Sch., Meridian, Idaho, since 1953.

Engelking, Delmer Frank, A.B.'41, M.S. Ed.'49, Univ. of Idaho; Supt. of Sch., Blackfoot, Idaho, since 1954.

Finch, Jack, B.A.'49, Northern Idaho Col. of Educ.; M.A. in Ed.'53, State Col. of Wash.; Supt. of Sch., Lapwai, Idaho, since 1950.

Gale, Clair E., B.S.'30, M.S.'33, Univ. of Idaho; Supt. of Class A Sch. Dist. 91, Idaho Falls, Idaho, since 1952.

Gilley, Clyde T., M.A.'43, Univ. of Colo.; Supt. of Sch., Caldwell, Idaho, since 1952.

Gruwell, Melvin L., B.S.'41, M.S.'48, Utah State Agrl. Col.; Supt. of Fremont Co. Joint Sch. Dist. A-215, St. Anthony, Idaho.

Hartvigsen, Milton F., B.S.'30, M.Ed.'39, Utah State Agrl. Col.; Supt. of Class A Sch. Dist. 25, Pocatello, Idaho. (On leave Sept. '54 to June '55, on Fund for Adult Educ. Fellowship at Univ. of Calif. at Los Angeles.)

Ingersoll, Leigh, M.S.Ed.'50, Univ. of Idaho; Supt. of Sch., Gooding, Idaho, since 1945.

Johnson, Andrew H., B.S.'44, M.S.'50, Utah State Agrl. Col.; Supt. of Marsh Valley Class A Sch. Dist. 21, Arimo, Idaho, since 1953.

Jones, Alton Boden, B.S.'37, M.S.'37, Univ. of Idaho; State Supt. of Pub. Instr., Boise, Idaho, since 1947.

Likeness, George M., B.A.'25, Hanover Col.; M.A.'33, Univ. of Kansas; Supt. of Sch., Buhl, Idaho, since 1937.

Marcum, R. Laverne, M.Ed.'53, Brigham Young Univ.; Supt. of Sch., Driggs, Idaho, since 1950.

Merrill, Donald P., B.S.'30, Brigham Young Univ.; Supt. of Class A Sch. Dist. 251, Rigby, Idaho, since 1949.

Moore, Ezra H., B.S.'46, Brigham Young Univ.; M.S.'49, Utah State Agr. Col.; Supt., Joint Class A Sch. Dist. 150, Soda Springs, Idaho, since 1950.

Olds, W. V., B.S.'25, Ottawa Univ.; Supt. of Joint Class A Sch. Dist. 261, Jerome, Idaho, since 1944.

Phippeny, Geoffrey O., M.A.'22, Colo. State Col. of Educ.; Supt. of Sch., Coeur d'Alene, Idaho, since 1934.

Ragland, Ernest H., B.S. in Ed.'36, Southwest Mo. State Col.; M.A. in Ed.'49, Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Class A Sch. Dist. 411, Twin Falls, Idaho.

Riggs, Dorcey S., B.A.'42, Col. of Idaho; M.S.Ed.'49, Univ. of Idaho; Supt. of Class A Sch. Dist. 241, Grangeville, Idaho, since 1948.

Robinson, L. C., A.B.'14, Ed.M.'24, Harvard Univ.; Supt. of Sch., Moscow, Idaho, since 1946.

Simmons, W. Horland, B.S.'28, Univ. of Idaho; M.S.'36, Colo. State Col. of Educ.; Supt. of Eastside Class A Sch. Dist. 201, Preston, Idaho, since 1944.

Simpson, Charles O., B.S.'26, M.S.'42, Utah State Agrl. Col.; Oneida Co. Supt. of Sch., Malad City, Idaho, since 1948.

Stuart, John Goodspeed, B.A.'49, Univ. of Denver; M.A.'53, Ed.D.'54, Tchrs. Col., Columbia Univ.; Unit Supt. of Sch., Blaine Co. Class A Dist. 61, Ketchum, Idaho, since 1954.

Thatcher, J. Kenneth, B.S.'25, Univ. of Utah; M.S. in Ed.'36, Univ. of Idaho; Supt. of Joint Class A Sch. Dist. 322, Sugar City, Idaho, since 1944.

Thomas, William, B.S.'43, Utah State Agrl. Col.; Supt. of Joint Independent Sch. Dist. 60, Shelley, Idaho, since 1947.

Warner, Carl W., B.S. in Ed.'35, M.S. in Ed.'50, Univ. of Idaho; Minidoka Co. Supt. of Sch., Rupert, Idaho, since 1951.

Weston, Roy A., B.A.'20, Univ. of N. Dak.; Supt. of Sch., Aberdeen, Idaho, since 1929.

Wrigley, Bernell, B.S.'41, Utah State Agrl. Col.; Cassia Co. Supt. of Sch., Jt. Class A Sch. Dist. 151, Burley, Idaho, since 1949.

INSTITUTIONAL MEMBERS

Idaho State Col., Library, Pocatello, Idaho.

Independent Sch. Dist. 393, Shoshone Co., Wallace, Idaho.

ILLINOIS

Abell, Theodore L., B.Ed.'31, Ill. State Normal Univ.; M.A.'41, State Univ. of Iowa; Asst. Supt. in chg. of H. S., Octavia Community Unit Sch. Dist. 8, Colfax, Ill., since 1949.

Alberta, Sister Mary, B.S. in Ed.'42, DePaul Univ.; Prin. of Madonna H. S., Chicago, Ill., since 1953.

Albright, John Edward, Master's'52, Northern Ill. State Tchrs. Col.; Prin. of Salt Creek Sch. Dist. 48, Elmhurst, Ill., since 1952.

Alderfer, Henry F., B.S.'23, Muhlenberg Col.; M.A.'40, New York Univ.; Dir. of Educ. and Prin. of H. S., Mooseheart, Ill., since 1951.

Alexander, E. L., A.B.'35, Shurtleff Col.; M.A.'37, Wash. Univ.; Supt. of Sch., Edwardsville, Ill., since 1937.

Allen, Beatrice Ona, B.S.'40, Northwestern Univ.; M.A.'46, Univ. of Chicago; Elem. Prin., Waters Sch., Chicago, Ill., since 1947.

Allen, Edward B., B.S.'29, M.S.'36, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 11, Warrensburg, Ill., since 1948.

Allen, Edward L., M.S. in Ed.'47, Southern Ill. Univ.; Supt. of Sch., Belleville, Ill., since 1949.

Allen, Frank B., Chmn. of Curriculum Survey, Lyons Twp. H. S., La Grange, Ill.

Allison, Robert E., B.S.'48, M.S.'49, Univ. of Ill.; Supt. of East Prairie Sch., Skokie, Ill., since 1950.

Ames, Clarence E., A.B.'24, Morningside Col.; M.A.'46, Northwestern Univ.; Sr. Class Prin., Community H. S., Blue Island, Ill., since 1932.

Ancel, Louis, B.S.L.'30, Northwestern Univ.; Attorney, Bd. of Educ., Proviso Twp. H. S., Maywood, Ill., since 1938.

Anderson, Archibald W., B.S.'32, M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'38, Ohio State Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill.

Anderson, Clarence Kenneth, B.S. in Ed.'37, M.S. in Ed.'49, Loyola Univ. (Ill.); Prin., Kilmer Elem. Sch., Chicago, Ill., since 1951.

Anderson, Harry D., LL.B.'22, Univ. of Ill.; B.D.'25, Western Ill. State Tchrs. Col.; M.A.'32, Univ. of Ill.; Supt. of Maine Twp. H. S., Des Plaines, Ill., since 1949.

Anderson, Stuart A., B.S.'35, Stout Inst.; M.Ed.'38, Marquette Univ.; Ph.D.'48, Univ. of Wis.; Dir. of Tchr. Tr., Eastern Ill. State Col., Charleston, Ill., since 1954.

Armstrong, Leland R., A.B.'28, Friends Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Bus. Affairs, Bd. of Educ., Oak Park, Ill., since 1948.

Arney, B. Brad, M.S. in Ed.'52, Univ. of Ill.; Bus. Mgr., Community Sch. Unit 40, Effingham, Ill., since 1952.

Augspurger, Harry F., A.B.'27, Ill. Wesleyan Univ.; M.S.'38, Univ. of Ill.; Supt. of Elem. Sch., Lincoln, Ill., since 1941.

Aurand, David B., B.S.'32, Coe Col.; M.Ed. '40, Univ. of Colo.; Supt. of Sch. Dist. 105, La Grange, Ill., since 1945.

Aurand, E. D., B.E.'33, Northern Ill. State Tchrs. Col.; M.A.'36, Northwestern Univ.; Supt. of Sch., Lyons, Ill., since 1940.

Austin, Kent C., B.Ed.'39, Wis. State Col., Whitewater; M.S. in Ed.'49, Univ. of Wis.; Prin. of Lakewood Elem. Sch., Park Forest, Ill., since 1952.

Baber, Eric R., M.A.'35, N. Y. Univ.; Ed.D. '53, Mich. State Col.; Supt. of Rich Twp. H. S., Park Forest, Ill., since 1951.

Badders, D. R., M.A.'48, George Peabody Col. for Tchrs.; Supt., Community Consol. Sch., Wauconda, Ill., since 1951.

*Bailey, Francis B., A.B.'28, Univ. of Ill.; M.Ed.'43, Loyola Univ.; Dist. Supt. of Sch., Oak Lawn, Ill., since 1947.

Baker, Herbert H., B.Ed.'31, Ill. State Normal Univ.; M.S.'39, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 206, Stockton, Ill.

Baker, I. D., M.Ed.'47, Univ. of Ill.; Supt. of Sch., Moweaqua, Ill., since 1948.

Balling, George R., Ph.B.'33, A.M.'38, Univ. of Chicago; Ed.D.'53, Loyola Univ.; Dist. Supt. of Elem. Sch., Chicago, Ill., since 1954.

Barlow, Charles C., A.B.'29, Ill. Col.; Litt.M.'41, Univ. of Pittsburgh; Supt. of Sch., Roodhouse, Ill., since 1951.

Barr, George O., B.A.'17, Ill. Wesleyan Univ.; M.A.'40, Columbia Univ.; Supt. of Sch., Silvis, Ill., since 1928.

Barrow, Joseph M., B.S.'46, Univ. of Ill.; Arch., 102 East Main St., Urbana, Ill.

Bartels, Martin H., B.A.'30, Capital Univ.; M.A.'35, Ph.D.'49, Ohio State Univ.; Dir. of Placement, Northern Ill. State Tchrs. Col., De Kalb, Ill.

Batho, Marshall G., Diploma'25, Wis. State Col., River Falls; B.S.'31, State Univ. of Iowa; M.Ph.'34, Univ. of Wis.; Supt. of Community H. S. Dist. 231, Evergreen Park, Ill., since 1953.

Battershell, B., M.S.'42, Univ. of Ill.; Supt., Shelby Co. Sch., Shelbyville, Ill., since 1951.

Bauer, John L., Member, Bd. of Educ., Cook Co. Sch. Dist. 84½, River Grove, Ill., since 1950.

Beamish, J. K., B.E.'34, Northern Ill. State Tchrs. Col.; M.A.'45, Northwestern Univ.; Supt. of Sch., Westchester, (P.O. Maywood) Ill., since 1941.

Beane, Don, A.B.'29, Ill. Col.; M.A.'37, Washington Univ.; Supt. of Community Unit Sch. Dist. 3, Hillsboro, Ill., since 1952.

Beasley, Kermit B., Ph.B.'29, Shurtleff Col.; M.A.'36, Univ. of Ill.; Supt. of Community Sch. Unit 229, Kewanee, Ill., since 1946.

Beebe, Ralph Edwin, B.A.'13, Winona Col.; M.A.'16, Ind. Univ.; Supt. of Sch., Naperville, Ill., since 1927.

Bell, Millard D., A.B.'26, Nebr. State Tchrs. Col., Peru; M.A.'30, Univ. of Nebr.; Ed.D. '39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wilmette, Ill., since 1942.

Belsly, Josephine, B.S.'38, M.A.'40, Northwestern Univ.; Prin. of Lincoln Elem. Sch., River Forest, Ill., since 1939.

Benben, John S., M.A.'38, Ph.D.'53, Northwestern Univ.; Assoc. Prof. of Sch. Admin., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1953.

Benner, Thomas E., A.B.'14, A.M.'16, Ed.M. '23, Ed.D.'24, Harvard Univ.; Prof. of Sch. Admin., Univ. of Ill. Address: 615 Hessel Blvd., Champaign, Ill.

Biester, Fred L., A.B.'14, North Central Col.; M.A.'38, Univ. of Chicago; Prin. of Glenbard Twp. H. S., Glen Ellyn, Ill., since 1918.

Birkhead, Theodore R., M.S.'36, State Univ. of Iowa; Supt. of Bremen Community H. S., Midlothian, Ill., since 1952.

Bishop, S. D., B.S.'25, Univ. of Ill.; M.S. '32, Northwestern Univ.; Prin. of Community H. S., Dist. 94, West Chicago, Ill., since 1926.

Bitner, Keith Dale, B.S.'48, Bradley Univ.; Supt. of Elem. Sch. Dist. 114, Fox Lake, Ill., since 1953.

Black, H. B., M.A.'24, Univ. of Ill.; Prin. of Signal Hill Sch., East St. Louis, Ill., since 1948.

Black, Luther J., B.E.'31, Eastern Ill. State Tchrs. Col., Charleston; M.S.'37, Univ. of Ill.; Secy., Tchrs. State Examining Bd., Springfield, Ill., since 1943.

Blair, Clarence D., B.Ed.'30, Ill. State Normal Univ., Normal; St. Clair Co. Supt. of Sch., Belleville, Ill., since 1939.

Blazek, Estelle Garneau, B.E.'49, Pestalozzi Froebel Tchrs. Col.; Supt. of Sch. Dist. 110, Cook Co., Chicago, Ill., since 1953.

Blodgett, Darrell R., Ph.B.'24, Shurtleff Col.; M.A.'35, Ed.D.'46, Wash. Univ.; Supt. of Sch., Wheaton, Ill., since 1952.

Blundell, W. Irvin, B.S.'38, Bradley Univ.; M.A.'46, Ed.D.'51, Tchrs. Col., Columbia Univ.; Secy.-Bus. Mgr., Twp. H. S., Evanston, Ill., since 1951.

Blythe, G. V., B.Ed.'34, Western Ill. State Col.; M.S.'38, Univ. of Ill.; Supt., Community Sch., Vandalia, Ill., since 1943.

Bohn, Julius Edward, A.B.'20, Heidelberg Col.; M.A.'26, Ohio State Univ.; Supt. of Sch., Springfield, Ill., since 1947.

Bolin, Paul L., B.E.'30, Ill. State Normal Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., East Peoria, Ill., since 1929.

Bonar, Hugh S., B.Accts.'16, B.A.'18, Mt. Morris Col.; M.A.'24, Univ. of Chicago; Supt. of Twp. H. S. and Jr. Col., Joliet, Ill., since 1947.

Bone, Paul L., B.Ed.'37, Ill. State Normal Univ.; M.A.'41, State Univ. of Iowa; Supt. of Sch. Dist. 115, Princeton, Ill., since 1944.

Booth, H. G., B.E.'27, Northern Ill. State Tchrs. Col.; M.S.'37, Northwestern Univ.; Supt. of Elem. Sch., West Chicago, Ill., since 1943.

Bossert, Edward O., B.A.'38, North Central Col.; M.A.'47, Univ. of Chicago; Supt. of Twp. H. S., Lemont, Ill., since 1950.

Bottino, Louis F., B.A.'30, Beloit Col.; M.A.'35, Columbia Univ.; Supt., Twp. H. S., Lockport, Ill.

Bowyer, Vernon, S.B.'21, A.M.'23, Univ. of Chicago; Dir. of Americanization and Adult Educ., Pub. Sch., Chicago, Ill., since 1938.

Boyd, John B., B.S. in Agr.'15, B.S. in Ed.'16, Univ. of Mo.; A.M.'22, Cornell Univ.; Pres., Wheeler Publishing Co., Chicago, Ill., since 1945.

Boyd, J. Trimble, Ph.B.'25, Univ. of Chicago; M.A.'35, Loyola Univ. (Ill.); Prin. of Lake View H. S., Chicago, Ill., since 1938.

Bozeman, Estelle, B.S.'25, Univ. of Ga.; Natl. Dir. of Narcotic Educ., Woman's Christian Temperance Union, Evanston, Ill., since 1943.

Brach, Wallace Roy, B.Ed.'28, Ill. State Normal Univ.; M.S.'35, Univ. of Ill.; Supt. of Sch., Pearl City, Ill., since 1949.

Brackman, Walter, Ph.B.'27, M.A.'34, Univ. of Chicago; Editor in Chief, Row, Peterson and Co., Evanston, Ill., since 1949.

Bradley, Joseph F., B.S.'32, Mich. State Normal Col., Ypsilanti; Asst. to the Supt. of Sch. and Dir. of Physical Educ., Glencoe, Ill., since 1942.

Brett, Floyd E., M.S.'37, Univ. of Ill.; Supt. of Community Sch. Unit 100, Belvidere, Ill., since 1949.

Brewick, Gayheart Millard, B.Ed.'40, Northern Ill. State Tchrs. Col., De Kalb; M.A. '45, Northwestern Univ.; Supt. of Sch., Schiller Park, Ill., since 1940.

Brien, Aaron, B.S. in Ed.'46, St. Louis Univ.; M.S. in Ed.'48, Univ. of Ill.; Supt., Cahokia Commonfields Pub. Sch., East St. Louis, Ill., since 1950.

Bright, Orville T., Ph.B.'35, M.A.'39, Univ. of Chicago; Supt. of Sch., Lake Bluff, Ill., since 1943.

Bronson, Marian H., B.A.'10, Iowa State Col.; Mgr., Midwest Territory, The A. N Palmer Co., 902 South Wabash, Chicago, Ill., since 1953.

Brown, Eric E., B.E.'37, Eastern Ill. State Col.; M.S.'41, Ind. Univ.; Supt. of Sch., Calumet City, Ill., since 1936.

Brown, Wensel L., M.A.'28, Univ. of Ill.; Supt. of Sch., Madison, Ill., since 1952.

Brown, Wesley L., A.B.'20, Albion Col. (Mich.); A.M.'23, Univ. of Mich.; Supt. and Prin., New Trier Twp. H. S., Winnetka, Ill., since 1954.

Brunjes, Orville O., B.Ed.'37, Ill. State Normal Univ.; M.A. in Ed.'41, Washington Univ.; Asst. Supt. of Sch. Dist. 104, Hartford, Ill., since 1948.

Bryan, Allen L., B.S. in Ed.'47, N. Mex. Western Col.; M.S. in Ed.'49, Southern Ill. Univ.; Prin., Washington Sch., Marion, Ill., since 1952.

Buchanan, Allen K., M.S. in Ed.'39, Butler Univ.; Supt. of Hoover Sch. Dist. 157, Calumet City, Ill., since 1953.

Bucher, Boyd R., B.S. in Ed.'48, M.S. in Ed.'49, Drake Univ.; Supt. of Elem. Sch. Dist. 91, Lockport, Ill., since 1951.

Buford, John Lester, B.Ed.'28, Southern Ill. Univ.; M.A.'39, Univ. of Mich.; LL.D.'44, McKendree Col.; City Supt. of Sch., Mt. Vernon, Ill., since 1937.

Burgard, Albert L., B.E.'42, Western Ill. State Col.; M.A.'40, Columbia Univ.; Asst. to the Supt., Supvy. Dept., State Dept. of Pub. Instr., Springfield, Ill., since 1945.

Burnett, Hal, B.S.'33, Univ. of Ill.; Proprietor, Burnett & Logan, Chicago, Ill., since 1949.

Bush, Charles Austin, M.S.'51, Ind. State Tchrs. Col.; Supt., Community Unit C-2 Schs., Marshall, Ill., since 1952.

Buskirk, Roy E., B.A.'40, Western Ill. State Tchrs. Col., Macomb; M.A.'46, Univ. of Ill.; Supt. of Sch., Libertyville, Ill., since 1947.

Butler, Albert F., A.B.'31, A.M.'33, Univ. of Mich.; Mgr., H. S. and Col. Dept., Midwest States Div., Ginn and Co., Chicago, Ill., since 1948.

Buzzard, Robert Guy, S.B.'16, S.M.'17, Univ. of Chicago; Ph.D.'25, Clark Univ.; A.M.'38, Univ. of Ill.; Pres., Eastern Ill. State Col., Charleston, Ill., since 1933.

Byerly, C. C., A.B.'18, Manchester Col.; M.A.'34, Univ. of Chicago; First Asst. State Supt. of Pub. Instr., Springfield, Ill., since 1943.

Byers, Glen H., B.A.'44, Emmanuel Missionary Col.; M.A.'50, George Peabody Col. for Tchrs.; Prin. and Mgr. of Broadview Academy, La Grange, Ill., since 1952.

Byram, Glen T., B.S.'41, Northeast Mo. State Tchrs. Col.; M.Ed.'47, Univ. of Mo.; Supt. of Sch., Athens, Ill., since 1952.

Calhoun, George B., Ed.B.'36, Southern Ill. Univ.; M.A.'40, Northwestern Univ.; Supt. of Sch., Elmwood Park, Chicago, Ill., since 1944.

Carrington, J. W., B.S.'22, M.A.'34, Univ. of Ill. Address: Ill. State Normal Univ., Normal, Ill.

Carter, Bolen J., M.A.'39, St. Louis Univ.; Asst. Supt. of Sch., East St. Louis, Ill., since 1953.

Cassell, George F., First Asst. Supt. of Sch., Chicago, Ill. (retired). Address: 136 S. Hamlin Ave., Chicago, Ill.

Challand, Harold U., M.A.'36, State Univ. of Iowa; Supt. of Elem. Sch., Sterling, Ill., since 1944.

Chapman, A. Hunter, Ph.B.'30, Shurtleff Col.; M.A.'39, Univ. of Ill.; Prin. of Community H. S. Dist. 210, New Lenox, Ill., since 1952.

Chase, Francis S., B.S.'27, M.S.'31, Univ. of Va.; Ph.D.'51, Univ. of Chicago; Chmn., Dept. of Educ., Univ. of Chicago, Chicago, Ill., since 1954.

Childress, Jack R., B.Ed.'41, Ill. State Normal Univ.; M.S.'45, Univ. of Ill.; Ph.D. '50, Northwestern Univ.; Dir., The Univ. Col., Northwestern Univ., Chicago, Ill., since 1951.

Christ, (Mrs.) Alice Louise, Supt. of Rhodes Sch. Dist. 84½, River Grove, Ill.

Chute, Oscar M., B.S.'29, Colby Col.; Ed.M. '34, Harvard Univ.; Ed.D.'46, Univ. of Ill.; Supt. of Elem. Sch. Dist. 75, Evanston, Ill., since 1947.

Cihak, Joseph, Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill.

Clabaugh, Ralph E., M.A.'37, Univ. of Ill.; Supt. of Sch., Arlington Heights, Ill., since 1943.

Clark, Charles W., B.S.'25, Ill. Wesleyan Univ.; M.A.'40, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 8, Colfax, Ill., since 1949.

Clark, John F., B.Ed.'36, Northern Ill. State Tchrs. Col.; M.A.'38, Northwestern Univ.; Supt., Sch. Dist. 45, Villa Park, Ill., since 1949.

*Clettenberg, Joseph E., B.S.'31, Univ. of Ill.; M.S.'36, Northwestern Univ.; Dir. of Extension, Northern Ill. State Tchrs. Col., DeKalb, Ill.

Clift, David H., B.S.'30, Univ. of Ky.; B.S. '31, Columbia Univ.; Exec. Secy., American Library Assoc., Chicago, Ill., since 1951.

Cobbins, O. B., A.B.'28, Miss. Baptist Col.; M.A.'39, Fisk Univ.; Special Educ., Chicago, Ill., since 1953.

Cochran, Frank Lee, B.S.'36, Univ. of Mich.; Architect, Perkins and Will, Chicago, Ill., since 1945.

Cohen, Theresa T., Ph.B.'26, Univ. of Chicago; M.E.'36, Loyola Univ.; Prin. of Jefferson Sch., Chicago, Ill., since 1952.

Conklin, Paul S., B.S.'17, Univ. of Ill.; M.S.'31, Univ. of Wis.; Co. Supt. of Sch., Rockford, Ill., since 1938.

Connelly, George William, A.B.'37, A.M.'40, Northwestern Univ.; Ph.D.'51, Univ. of Chicago; Prin. of Foreman H. S., Chicago, Ill., since 1954.

Cook, Paul M., A.B.'18, Central Wesleyan Col.; M.A.'27, Univ. of Chicago; LL.D. '47, Phillips Univ.; Exec. Secy., Phi Delta Kappa, Homewood, Ill., since 1928.

Cook, Raymond Mack, Diploma'19, Eastern Ill. Tchrs. Col.; B.S. in Ed.'22, Univ. of Ill.; M.A.'38, Univ. of Chicago; Dean, Chicago Tchrs. Col., Chicago, Ill., since 1948.

Coplan, Franklin, B.S.'31, Eureka Col.; M.S. '44, Univ. of Ill.; Supt. of Sch., Community Unit Dist. No. 4, Edinburg, Ill., since 1944.

Cordis, William Reynold, B.S.'27, M.S.'35, Univ. of Ill.; Supt. of Sch., Princeville, Ill., since 1932.

Cornell, Francis G., A.B.'27, M.A.'31, Ph.D. '36, Columbia Univ.; Dir., Bur. of Educ. Research, Col. of Educ., Univ. of Ill., Urbana, Ill., since 1947.

Cornwell, G. E., B.Ed.'39, Eastern Ill. State Col.; M.S.'41, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 3, Taylorville, Ill., since 1948.

Crackel, Verne E., A.B.'37, M.A.'40, Univ. of Chicago; Will Co. Supt. of Sch., Joliet, Ill., since 1952.

Crafton, Paul M., B.S.'25, Lincoln Col.; M.S.'35, Univ. of Ill.; Supt. of Sch., Monmouth, Ill., since 1946.

Crakes, Charles R., B.A.'30, M.A.'40, Northwestern Univ.; Educ. Consultant, DeVry Tech. Inst., Chicago, Ill.

Craney, Wayne Allyn, B.E.'39, Wis. State Col., Eau Claire; M.A.'43, Univ. of Wis.; Prin. of Field-Stevenson Sch., Forest Park, Ill., since 1944.

Crawl, Lester P., B.S.'34, Ind. State Tchrs. Col.; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Lansing, Ill., since 1932.

Crawshaw, Clyde, B.Ed.'29, Southern Ill. Univ.; M.A.'41, Univ. of Ill.; Supt. of Sch., Marseilles, Ill., since 1947.

Crosby, Russell E., B.S. in Ed.'53, Ill. State Normal Univ.; Prin., Homewood Heights Sch. Dist. 101, Creve Coeur, Ill., since 1953.

Cruft, M. M., Admin. Asst. and Bldg. Consultant, State Dept. of Pub. Instr., Springfield, Ill.

Crum, J. E., B.S. in Ed.'44, M.S. in Ed.'47, Ill. State Normal Univ.; Supt. of Elem. Sch., Streator, Ill., since 1950.

Culver, Clarence Evan, B.S.E.'46, B.S.B.'46, Northwest Mo. State Tchrs. Col.; M.S.E. '50, Drake Univ.; Supt. of Sch., Niles, Ill., since 1953.

Cunningham, Daniel F., A.B.'16, M.A.'18, Loyola Univ.; LL.D.'32, De Paul Univ.; Supt. of Catholic Sch., Chicago, Ill., since 1927.

Dahle, Casper O., M.A.'32, Ph.D.'40, State Univ. of Iowa; Supt. of Sch. Dist. 107, Highland Park, Ill., since 1946.

Dannenfeldt, Carl Ernest, B.S.'35, Ind. Univ.; M.S.'44, Univ. of Ill.; Supt. of Harlem Consol. Sch., Rockford, Ill., since 1949.

Darland, D. David, Ed.D.'47, Tchrs. Col., Columbia Univ.; Dir. of Pub. and Professional Welfare, American Osteopathic Assn., Chicago, Ill., since 1953.

Darling, D. K., M.S.'45, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 10, Collinsville, Ill., since 1944.

Darnall, James D., A.B.'16, Univ. of Ind.; M.A.'17, Univ. of Chicago; Supt. of Community Unit Sch. Dist. 228, Geneseo, Ill., since 1919.

Davis, Marion L., B.A.'32, Western Col. for Women; M.A.'34, Univ. of Chicago; Prin. of Faulkner Sch. for Girls, Chicago, Ill., since 1953.

Davis, Milton J., B.S. in Ed.'48, Northern Ill. State Tchrs. Col.; Prin., Grade Sch., Gurnee, Ill., since 1945.

De Atley, Glenn O., B.Ed.'31, Ill. State Normal Univ.; M.A. in Ed.'37, Washington Univ.; Supt. of Elem. Sch. Dist. 104, Wood River, Ill., since 1922.

Dekum, Sister Mary Ethelbert, A.B.'28, Loras Col.; M.A.'34, Univ. of Notre Dame; Supt. of Community Unit Sch. Dist. 50, Teutopolis, Ill., since 1948.

Delabar, L. B., B.S.'30, Monmouth Col.; M.A.'35, State Univ. of Iowa; Supt. of Spoon River Valley Community Sch. Unit 4, Fairview, Ill., since 1948.

DeLaurenti, John C., A.B.'29, Greenville Col.; M.A.'40, New York Univ.; Dist. Supt. of Sch., Highland, Ill., since 1942.

Dent, Ellsworth C., B.S. in Ed.'23, Kansas State Tchrs. Col., Emporia; Dir. of Distribution, Coronet Instrl. Films, and Vice-pres., Ideal Pictures Corp., Chicago, Ill., since 1946.

De Young, Chris A., A.B.'20, Hope Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Ph.D.'32, Northwestern Univ.; Head, Dept. of Educ. and Psych., Ill. State Normal Univ., Normal, Ill., since 1934.

Diel, J. Harold, B.Ed.'35, Eastern Ill. State Col.; M.S.'39, Univ. of Ill.; Dist. Supt. of Community Sch. Unit 6, Staunton, Ill., since 1952.

Di Leonarde, Joseph H., B.S.'32, Univ. of Ill.; A.M.'39, DePaul Univ.; Ph.D.'52, Northwestern Univ.; Prin., Hendricks Sch., Chicago, Ill., since 1950.

Dimmett, Welborn S., Ph.B.'31, M.A.'36, Univ. of Chicago; Supt. of Sch., Forest Park, Ill., 1930-54 (retired).

Dintelman, Charles J., B.Ed.'37, Southern Ill. Univ.; M.S.'40, Univ. of Ill.; Supt. of Sch., Charleston, Ill., since 1954.

Dodds, B. L., B.A.'26, Univ. of Nebr.; M.A. '36, Univ. of Wyo.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Dean, Col. of Educ., Univ. of Ill., Urbana, Ill., since 1953.

Dolan, Francis H., B.A.'28, M.A.'32, Univ. of Minn.; Ed.D.'53, Colo. State Col. of Educ.; Supt. of Twp. H. S. and Jr. Col., La Salle, Ill., since 1947.

Dorland, Z. Harold, B.Ed.'29, Ill. State Normal Univ.; M.A.'33, State Univ. of Iowa; Admin. Asst. in Educ. and Bus. Mgr., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1953.

Downey, Helen M., M.Ed.'36, Loyola Univ.; Prin. of Kellogg Elem. Sch., Chicago, Ill., since 1941.

Doyle, Sister M. Timothea, B.A.'17, M.A. '18, Univ. of Minn.; Pres., Rosary Col., River Forest, Ill., since 1949.

Duffie, Burton, B.S.'31, M.A.'34, Univ. of Chicago; Dir., Bureau of Educ. Extension, Pub. Sch., Chicago, Ill., since 1948.

Dunk, William Robert, B.S. in Ed.'35, M.A. '37, Northwestern Univ.; Supt. of Community Consol. Sch. Dist. 113, Lemont, Ill., since 1953.

Eades, Roscoe, B.S.'21, Eureka Col.; M.A. '38, Columbia Univ.; Supt. of Sterling Twp. H. S., Sterling, Ill., since 1931.

Eater, J. W., B.Ed.'37, Southern Ill. State Normal Univ., Carbondale; M.S.'45, Univ. of Ill.; Supt. of Sch., Rantoul, Ill., since 1945.

Eberly, Wade L., B.E.'32, Ill. State Normal Univ.; M.A.'37, Univ. of Iowa; Prin. of Grant Community H. S., Fox Lake, Ill., since 1948.

Eckhardt, Edward E., B.S.E.'42, Concordia Tchrs. Col.; M.A.'52, DePaul Univ.; Supt. of Sch., Morton Grove, Ill., since 1947.

Edman, V. Raymond, A.B.'23, Boston Univ.; M.A.'30, Ph.D.'33, Clark Univ.; LL.D.'41, Houghton Col.; Pres., Wheaton Col., Wheaton, Ill., since 1941.

Edward, Sister Mary, A.B.'40, DePaul Univ.; Prin. and Supvr. of Sch., 2901 W. 43rd St., Chicago, Ill., since 1944.

Edwards, William B., B.A.'31, Ohio Univ.; M.A.'38, Kent State Univ.; Supt. of Sch., Peoria, Ill., since 1953.

*Eichelberger, James W., A.B.'04, Livingstone Col.; A.M.'23, Northwestern Univ.; Secy. of Christian Educ., African Methodist Episcopal Zion Church, Chicago, Ill., since 1932.

Elliott, R. H., Co. Supt. of Sch., Danville, Ill., since 1947.

Ellis, Homer C., B.S.'23, Mt. Union Col.; M.A.'39, Oberlin Col. Address: 6901 Madison St., Niles, Ill.

Ellis, Raymond S., M.A.'38, Northwestern Univ.; Supt. of Consol. Sch. Dist. 43, Round Lake, Ill., since 1927.

Elvira, Sister M., Pres., Col. of St. Francis, Joliet, Ill., since 1953.

Endicott, Frank S., B.A.'27, Cornell Col.; M.A.'29, Ph.D.'38, Northwestern Univ.; Dir. of Placement and Assoc. Prof. of Educ., Northwestern Univ., Evanston, Ill., since 1935.

Endres, (Mrs.) Mary P., B.E.'42, Western Ill. State Tchrs. Col.; M.A.'46, Ph.D.'54, Univ. of Chicago; Supt. of Rural Community Consol. Sch. Dist. 10, Woodstock, Ill., since 1946.

Engle, Clarence Hobart, B.Ed.'26, Western Ill. State Col.; M.A.'30, Univ. of Ill.; Supt. of Sch., V.I.T. Community Unit Sch. Dist. 2, Table Grove, Ill., since 1953.

Erickson, Albin H., B.S.'33, M.S.'36, Univ. of Minn.; Dean, North Park Col., Chicago, Ill., since 1949.

Fairchild, R. W., A.B.'14, M.A.'19, Univ. of Mich.; Ph.D.'32, Northwestern Univ.; Pres., Ill. State Normal Univ., Normal, Ill., since 1933.

Fearn, Harold G., B.Ed.'39, Eastern Ill. State Col.; M.A.'46, Univ. of Ill.; Supt., Aurora (West) Sch. Dist. 129, Aurora, Ill., since 1954.

Fierke, W. F., M.S.'42, Northwestern Univ.; Supt. of Sch., Tinley Park, Ill., since 1940.

Fischer, Elmer E., B.S.'32, Eureka Col.; M.S.'37, Univ. of Ill.; Supt. of Sch., Alpha, Ill., since 1948.

Fisher, Lowell B., B.Ed.'32, Western Ill. State Col.; M.A.'38, Tchrs. Col., Columbia Univ.; M.Ed.'45, Univ. of Ill.; Exec. Secy., Com. on Admissions from Sec. Sch., Univ. of Ill., Urbana, Ill., since 1943.

Fisher, William O., B.Ed.'46, M.Ed.'47, Univ. of Okla.; Supt. of Shawnee Unit Sch., Wolf Lake, Ill., since 1948.

Fitzgerald, Eleanor M., Ph.B.'29, M.A. in Ed.'37, DePaul Univ.; Prin. of Barton Sch., Chicago, Ill., since 1937.

Fitzgerald, Matthew L., Ph.B.'24, Univ. of Chicago; J.D.'34, Loyola Univ.; M.Ed. '36, DePaul Univ.; Dist. Supt., Lake View H. S., Chicago, Ill., since 1951.

Flood, James George, B.S. in Ed.'39, M.S. in Ed.'49, Ill. State Normal Univ.; Supt. of Community Consol. Sch. Dist. 50, Grayslake, Ill., since 1952.

Fort, Carl Allen, M.A.'47, Univ. of Ill.; Supt. of Libertyville-Fremont H. S., Libertyville, Ill., since 1953.

Foster, Charles W., B.E.'42, Ill. State Normal Univ.; M.A.'49, Northwestern Univ.; Bus. Mgr. of Thornton Twp. H. S. and Jr. Col., Harvey, Ill.

Foster, Lee R., Ph.B.'31, Univ. of Chicago; M.A.'39, Northwestern Univ.; Supt. of Forest Ridge Sch., Midlothian, Ill., since 1949.

Frey, Sydney W., B.S.'25, McKendree Col.; M.S.'34, Univ. of Ill.; Asst. Supt. of Community Unit Sch., Roxana, Ill.

Friedli, F. J., B.S.'16, McKendree Col.; M.S.'33, Univ. of Ill.; Asst. Supt. of Sch., Belleville, Ill., since 1942.

Fristoe, Dewey, B.Ed.'31, Ill. State Normal Univ.; A.M.'36, Colo. State Col. of Educ.; Ed.D.'41, N. Y. Univ.; Supt. of Sch., Flossmoor, Ill., since 1943.

Fullmer, C. E., A.S.'21, Blackburn Col.; B.S.'23, M.S.'32, Univ. of Ill.; Prin. of Wadsworth Elem. Sch., Chicago, Ill., since 1951.

Fullmer, M. F., M.A.'35, State Univ. of Iowa; Supt. of Sch., Sandwich, Ill., since 1953.

Galloway, Geraldine, B.S. in Ed.'41, M.A. in Ed.'42, Univ. of Ill.; Supt. of Kane Community Sch., Fairfield, Ill.

Ganster, William A., B.S.'30, M.S.'35, Univ. of Ill.; Arch., 222 Washington St., Waukegan, Ill.

Gard, W. L., B.S.'21, M.S.'28, Univ. of Ill.; Supt. of Sch., Beardstown, Ill., since 1928.

Gates, John Wesley, A.B.'28, Washburn Municipal Univ. of Topeka; A.M.'38, Ph.D. '45, Univ. of Chicago; Supt., Aurora (East) Sch. Dist. 131, Aurora, Ill., since 1946.

Geigle, Francis R., B.S.'33, Susquehanna Univ.; M.A.'36, Ed.D.'43, N. Y. Univ.; Admin. Asst. to the Pres., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1953.

Geppert, Otto Emil, Secy.-Treas., Denoyer-Geppert Co., Chicago, Ill., since 1916.

Gibbons, John C., Sales Mgr., Sch. Equipment Div., the Brunswick-Balke-Collender Co., Chicago, Ill., since 1953.

Gibbs, Wesley F., B.E.'48, Chicago Tchrs. Col.; M.A.'53, DePaul Univ.; Supt. of Sharp Corner Sch. Dist. 68, Skokie, Ill., since 1953.

Gillet, Harry O., Genl. Editor, United Educators, Inc., Chicago, Ill.

Gliatto, Julia H., M.A.'36, Loyola Univ. (Ill.); Prin. of Elem. Sch., Chicago, Ill., since 1939.

Goodier, Floyd T., A.B.'03, Colgate Univ.; A.M.'09, Tchrs. Col., Columbia Univ.; Dir. of Integration, Ill. State Normal Univ., Normal, Ill., 1937-50 (retired). Address: 603 Broadway, Normal, Ill.

Goodrich, (Mrs.) Lucile, A.B.'25, Univ. of Ill.; Co. Supt. of Sch., Pontiac, Ill., since 1947.

Goodrich, Paul C., B.S.'48, M.Ed.'51, Miami Univ.; Admin. Asst., New Trier H. S., Winnetka, Ill., since 1953.

Gore, J. H., B.Sc.'10, Blackburn Col.; M.A. '28, Univ. of Chicago; Supt. of Sch., Venice, Ill., since 1935.

Goreham, Wilfred John, A.B.'24, Ill. Wesleyan Univ.; M.A.'33, Univ. of Ill.; Supt. of Jamaica Consol. H. S., Sidell, Ill., since 1953.

Graham, James C., A.B.'25, Park Col.; B.Ed. '32, Western Ill. State Tchrs. Col., Macomb; M.A.'37, Univ. of Wyo.; Supt. of Sch., Morrisonville, Ill., since 1949.

Graham, Ray, A.B.'20, Monmouth Col.; A.M. '20, Univ. of Ill.; Asst. State Supt. of Pub. Instr., Springfield, Ill., since 1943.

Graham, V. O., Ph.D.'31, Univ. of Chicago; Prin., Hanson Park Sch., Chicago, Ill., since 1952.

Grant, (Mrs.) Eva H., A.B.'34, Augustana Col.; A.M.'37, State Univ. of Iowa; Editor in Chief, Congress Publications, Natl. Congress of Parents and Tchrs., Chicago, Ill., since 1943.

Grant, Lester J., Ed.B.'34, Ill. State Normal Univ.; M.S.'36, Univ. of Ill.; Supt. of Sch., Decatur, Ill., since 1950.

Grant, Robert C., B.S.'32, Bradley Univ.; M.A.'37, Univ. of Ill.; Prin. of Community H. S., Watseka, Ill., since 1944.

*Gray, William S., S.B.'13, Ph.D.'16, Univ. of Chicago; M.A.'14, Columbia Univ.; Prof. of Educ., Emeritus, Univ. of Chicago, Chicago, Ill., since 1950.

Green, Harry B., M.S.'45, Univ. of Ill.; Supt. of Elem. Sch., Pekin, Ill., since 1950.

Griffin, Lee H., Ph.B.'16, Univ. of Chicago; Mng. Dir., Ginn and Co., Chicago, Ill.

Grigsby, Paul A., A.B.'22, Central Col. (Mo.); A.M.'29, Univ. of Mo.; Supt. of Community Unit Sch. Dist. 9, Granite City, Ill., since 1950.

Gum, B. E., A.M.'37, Univ. of Ill.; Supt. of Sch., Salem, Ill., since 1937.

Gunderson, Robert W., M.A.'51, DePaul Univ.; Supt. of Elem. Sch. Dist. 92, Broadview, Ill., since 1946.

Habenicht, E. V., Member, Bd. of Educ., Berwyn, Ill.

Haberaecker, H. J., B.A.Ed.'35, M.A.Ed.'41, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 230, Kewanee, Ill., since 1952.

Hadley, Clayton M., B.S.'30, M.S.'37, Univ. of Ill.; Supt. of Community Unit Sch., Casey, Ill., since 1952.

Haebich, I. E., B.A.'15, Baldwin-Wallace Col.; M.S.'33, Univ. of Chicago; Supt. of Riverside-Brookfield Twp. H. S., Riverside, Ill., since 1939.

Hall, Ruel, B.Ed.'29, Eastern Ill. State Col., Charleston; M.A.'39, Univ. of Chicago; Co. Supt. of Sch., Kankakee, Ill., since 1941.

Hamilton, Holmes, Ed.B.'34, Western Ill. State Tchrs. Col.; M.A.'43, State Univ. of Iowa; Acting Supt. of Sch., Forest Park, Ill., since 1954.

Hamilton, James, Pres., Bd. of Educ., Sch. Dist. 110, Chicago, Ill., since 1953.

Hammer, Kenneth S., A.B.'37, Cornell Col.; M.Ed.'40, Univ. of Colo.; Supt. of Sch., Morris, Ill., since 1951.

Hammond, James W., B.S. in Arch.'42, Ill. Inst. of Tech.; Assoc. Partner, Skidmore Owings and Merrill, Chicago, Ill., since 1950.

Hand, Harold C., B.A.'24, D.Sc.'49, Macalester Col.; M.A.'30, Univ. of Minn.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill., since 1946.

Hanke, Robert H., B.S.'35, North Central Col.; M.S.'39, Univ. of Wis.; Prin., Elem. and Primary Sch., Mooseheart, Ill., since 1949.

Hanna, David C., B.S. in Ed.'43, M.A.'46, Ph.D.'50, Ohio State Univ.; Dir. of Attendance and Research, Pub. Sch., Springfield, Ill., since 1951.

Hannum, James M., B.S. in Ed.'46, Phillips Univ.; M.A. in Ed.'48, Northwestern Univ.; Supt. of Elem. Sch. Dist. 123, Oak Lawn, Ill., since 1952.

Hanson, Earl H., A.B.'24, Augustana Col.; M.A.'33, Columbia Univ.; Supt. of Sch., Rock Island, Ill., since 1937.

Hanson, Ernest M., B.S.'22, M.A.'28, Univ. of Minn.; Supt., Thornton Twp. H. S. and Jr. Col., Harvey, Ill., since 1952.

Harris, John Harper, B.S.'39, Bradley Univ.; M.A.'40, Ed.D.'49, Columbia Univ.; Supt. of Sch., Downers Grove, Ill., since 1953.

Harris, Latham E., M.A. in Ed.'42, Washington Univ.; Supt., Elem. Sch., Roxana, Ill., since 1940.

Harris, Verne B., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Lincoln Sch. Dist. 156, Calumet City, Ill., since 1946.

Harrison, James T., B.S.'38, M.S.'51, Univ. of Ill.; Supt. of Stewardson-Strasburg Community Sch. Unit 5-A, Stewardson, Ill., since 1951.

Harshbarger, Ernest M., B.S.'34, Univ. of Ill.; Champaign Co. Supt. of Sch., Urbana, Ill., since 1931.

Hart, Boyd V., B.S.'40, Minn. State Tchrs. Col., Bemidji; Supt., Spaulding Grade Sch., Waukegan, Ill., since 1952.

Hatfill, Harlie Alvin, B.S. in Ed.'45, Greenville Col.; M.A. in Ed.'48, Washington Univ. (Mo.); Supt. of Union Sch. Dist. 95, Paris, Ill.

Hattenhauer, M. E., B.Ed.'29, Ill. State Normal Univ.; M.A.'38, Northwestern Univ.; LL.B.'39, Kent Law Sch.; Supt. of Sch., Bellwood, Ill., since 1932.

Hauser, Ludwig J., B.A.'19, M.A.'28, Univ. of Minn.; Ed.D.'39, Columbia Univ.; Supt. of Sch., Riverside, Ill., since 1931.

Haussler, A. G., LL.B.'23, Ill. Wesleyan Univ.; B.Ed.'29, Ill. State Normal Univ.; M.A.'42, N. Y. Univ.; Vicepres., Bradley Univ., Peoria, Ill.

Hawley, Ray C., A.B.'24, Morningside Col.; A.M.'33, Univ. of Ill.; A.M.'41, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Marseilles, Ill.

Heffernan, David J., M.A.'47, DePaul Univ.; First Asst. Supt. of Cook Co. Sch., Chicago, Ill.

Hegner, Herman H., Ph.B.'25, Univ. of Wis.; Pres., Pestalozzi Froebel Tchrs. Col., Chicago, Ill., since 1937.

Heider, Louis Newton, M.S. in Ed.'51, Univ. of Ill.; Prin. of Jersey Community H. S., Jerseyville, Ill., since 1951.

Hein, Fred V., Ph.B.'29, Ripon Col.; M.S. '34, Ph.D.'46, Univ. of Wis.; Consultant in Health and Fitness, Bureau of Health Educ., American Medical Assn., Chicago, Ill., since 1946.

Henry, Nelson B., Ph.B.'01, Central Col. (Mo.); M.A.'17, Univ. of Okla.; Ph.D.'23, Univ. of Chicago; Secy. of Natl. Society for the Study of Educ., Chicago, Ill., since 1941.

Henry, Virgil, Ed.B.'32, Southern Ill. Univ.; M.S.'38, Univ. of Ill.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of Sch., Orland Park, Ill., since 1949.

Herbster, William E., B.Ed.'37, Ill. State Normal Univ.; M.A.'40, Northwestern Univ.; Supt. of Community H. S., North Chicago, Ill., since 1951.

Herr, Ross, B.S. in Ed.'20, Bowling Green State Normal Col.; A.M. in Ed.'22, Univ. of Chicago; Prin., Harrison Tech. H. S., Chicago, Ill., since 1949.

Herron, Harry H., Ph.B.'21, Univ. of Chicago; Asst. Prin., New Trier Twp. H. S., Winnetka, Ill., since 1922.

Hester, Vance C., M.A.'39, Univ. of Colo.; Supt. of Sch., Franklin Park, Ill., since 1941.

Hexter, Edward G., A.B.'16, McKendree Col.; A.M.'30, Univ. of Ill.; Registrar, Twp. H. S. and Jr. Col., Belleville, Ill.

Heybeck, Frank D., B.S.'42, Ill. Inst. of Tech.; Supt. of Community Consol. Sch. Dist. 95, Lake Zurich, Ill., since 1947.

Hill, E. Lynn, A.B.'27, James Millikin Univ.; M.A.'34, Univ. of Ill.; Supt. of Unit Sch. Dist. 200, Roseville, Ill., since 1948.

Hoff, Harold A., Ph.M.'33, Univ. of Wis.; Supt. of Community H. S., Mount Morris, Ill., since 1938.

Hollmeyer, Lewis H., A.B.'20, Hanover Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Asst. Supt. of Pub. Instr., State Dept. of Pub. Instr., Springfield, Ill., since 1945.

Holmes, Leslie A., B.S.'26, M.S.'28, Ph.D. '42, Univ. of Ill.; Pres., Northern Ill. State Tchrs. Col., DeKalb, Ill., since 1949.

Hood, Jasper Eugene, B.S.'48, Murray State Col. (Ky.); M.A.'52, George Peabody Col. for Tchrs.; Head, Dept. of Bus. Educ., Community H. S., Roodhouse, Ill., since 1954.

Hoover, Harvey W., A.B.'50, McKendree Col.; Prin. of Centerville Elem. Sch., Centerville Station, Ill., since 1949.

Horn, Earl G., M.S.'34, Iowa State Col.; Supt., Lee Co. Community Unit Sch. Dist. 271, Ashton, Ill., since 1948.

Howland, Mary E., Ph.B.'13, Univ. of Chicago; M.Ed.'36, Loyola Univ.; Prin. of Dewey Elem. Sch., Chicago, Ill., since 1943.

Hudson, Earl, B.E.'39, Western Ill. State Col.; M.A.'43, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 4, Mendon, Ill., since 1948.

Hufford, Gayle N., Ph.D.'37, Univ. of Chicago; Supt. of Sch., Joliet, Ill., since 1937.

Hughes, Henry D., A.B.'08, LL.D.'52, Olivet Col.; A.M.'17, Univ. of Mich.; Mgr., Hughes Tchr. Agency, Chicago, Ill.

Hughes, James Monroe, A.B.'16, Ind. Univ.; M.A.'22, Columbia Univ.; Ph.D.'24, Univ. of Minn.; Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1941.

Hummel, M. W., B.S.'37, M.A.'39, Northwestern Univ.; Supt. of Sch., Dist. 95, Brookfield, Ill., since 1946.

*Hunt, Rolfe Lanier, B.A.'24, Millsaps Col.; M.A.'27, Ph.D.'37, George Peabody Col. for Tchrs.; Exec. Dir., Dept. of Religion and Pub. Educ., Natl. Council of Churches of Christ, Chicago, Ill., since 1953.

*Huth, Oscar Walter, B.Ed.'35, Wis. State Tchrs. Col., Milwaukee; M.A.'39, Northwestern Univ.; Supt., Sch. Dist. 162, Matteson, Ill., since 1940.

Ivins, George H., Acting Chmn., Roosevelt Univ., Chicago, Ill.

Jacobs, H. D., B.S. in Ed.'21, Kent State Univ. (Ohio); M.A.'33, Columbia Univ.; Supt. of Community Unit Sch. Dist. 300, Dundee, Ill., since 1947.

Jardine, Alex, A.B.'26, M.A.'34, Ind. State Tchrs. Col.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Sch., Moline, Ill., since 1946.

Jeffries, U. B., A.B.'20, Ind. Univ.; M.A. '31, Univ. of Wis.; Supt., Twp. H. S., Carmi, Ill., since 1950.

Jennings, Robert C., B.S.'22, M.A.'27, Col. of William and Mary; Supt. of Sch. Dist. 83, Melrose Park, Ill., since 1950.

Jensen, Elmer A., B.Ed.'23, Ill. State Normal Univ.; M.S.'38, Univ. of Ill.; Ed.D. '42, Univ. of Mo.; Supt. of Sch., Knoxville, Ill., since 1943.

Johnson, James B., M.A.'37, Univ. of Ill.; Supt. of Sch., Alton, Ill., since 1947.

Johnson, K. Richard, B.S.'29, Knox Col.; M.S.'32, Ph.D.'39, Univ. of Colo.; Pres., Natl. Col. of Educ., Evanston, Ill., since 1949.

Johnson, Russell D., A.B.'25, Augustana Col.; Asst. Supt. of Sch., Granite City, Ill., since 1934.

Johnson, Stella M., B.S.'20, Univ. of Chicago; M.E.'36, Loyola Univ.; Prin. of Park Manor Sch., Chicago, Ill., since 1939.

Johnson, Wesley Albert, B.A.'21, Aurora Col.; M.A.'31, Univ. of Wis.; Supt. of Sch., Bensenville, Ill., since 1943.

Jones, Guy M., Pub. Relations Dir., Natl. Sch. Studios of Minneapolis, since 1947. Address: Natl. Sch. Studios, Inc., Chicago, Ill.

Jones, J. Morris, A.B.'17, C.M.'18, Univ. of Wales; Mng. Editor, *World Book Encyclopedia and Childcraft*, Chicago, Ill., since 1940.

Jordan, Marion, B.S.'33, Northwestern Univ.; M.S.'36, Univ. of Chicago; Supt. of Sch., Palatine, Ill., since 1947.

Judge, Virgil H., M.A.'48, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 2, Mattoon, Ill., since 1953.

Katzenmaier, A. J., B.S.'33, Lake Forest Col.; Supt. of Sch., North Chicago, Ill., since 1944.

Kawalek, Thaddeus P., B.E.'42, Northern Ill. State Tchrs. Col.; M.A.'51, Univ. of Chicago; Supt. of Sch., Hazel Crest, Ill., since 1952.

Keehner, Paul F., B.S.'41, Univ. of Ill.; M.S.'52, Ind. State Tchrs. Col.; Supt. of Community Unit Sch. Dist. 4, Paris, Ill., since 1953.

Keen, Harry T., M.A.'35, Univ. of Ill.; Supt. of Sch., Lawrenceville, Ill., since 1952.

Keenan, Robert C., A.B.'20, J.D.'25, M.Ed. '37, Loyola Univ.; Dist. Supt. of Elem. Sch., Chicago, Ill., since 1941.

Keener, Edward E., A.B.'14, Piedmont Col.; M.A.'17, George Peabody Col. for Tchrs.; Editor, Laidlaw Bros., Publishers, Chicago, Ill., since 1953.

Kennel, Oran, B.A.'30, Zion Col.; Supt., Gavin Sch. Dist. 37, Ingleside, Ill., since 1942.

Kenney, Frances M., Ph.B.'37, Univ. of Chicago; M.Ed.'38, Loyola Univ. (Ill.); Tchr., Pub. Sch., since 1939, and Editor, Natl. League of Tchrs. Assns., Chicago, Ill.

Kerr, Everett F., A.B.'35, M.A.'40, Univ. of Chicago; Supt. of Sch. Dist. 130, Blue Island, Ill.

Kich, Elmer G., B.S.'23, Capital Univ.; M.A.'41, Northwestern Univ.; Supt. of Elem. Sch. Dist. 147, West Harvey, Ill.

Kietzman, Ben, B.A.'18, N. Central Col.; M.Ph.'26, Univ. of Wis.; Supt., Union Sch. Dist. 66, Canton, Ill., since 1935.

Kimmel, Ira Leon, M.A.'45, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 1, Winchester, Ill., since 1953.

Kimpton, Lawrence A., A.B.'31, A.M.'32, Stanford Univ.; Ph.D.'35, Cornell Univ.; Chancellor, Univ. of Chicago, Chicago, Ill., since 1951.

King, Floyd E., B.S.'26, Eureka Col.; M.S. '32, Univ. of Ill.; Supt., Community Unit Sch. Dist. 50, Harvard, Ill., since 1949.

Kingsland, George M., B.S. in Ed.'31, M.S. in Ed.'38, DePaul Univ.; Supt. of South Holland Sch., Harvey, Ill., since 1948.

Kizer, M. E., B.S.'38, K.S.T.C., Kirksville, Mo.; M.S.Ed.'44, Univ. of Mo.; Supt., Community Unit Sch. Dist. 9, Medora, Ill., since 1951.

Knoeppel, LeRoy J., B.A.'27, Carthage Col.; M.A.'35, State Univ. of Iowa; Prin., Twp. H. S., Arlington Heights, Ill., since 1947.

Korty, Hester L., B.Ed.'34, Ill. State Normal Univ.; Scott Co. Supt. of Sch., Winchester, Ill., since 1949.

Krantz, Beatrice V., A.B.'29, Lake Forest Col.; A.M.'30, Columbia Univ.; Admin. Asst. and Dean of Girls, York Community H. S., Elmhurst, Ill.

Krause, Victor C., B.S.'40, Concordia Tchrs. Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Concordia Tchrs. Col., River Forest, Ill., since 1950.

Krutsinger, L. V., M.S.'33, Univ. of Ill.; Supt. of Sch., East Richland Community Unit Dist. 1, Olney, Ill., since 1948.

Kuster, Warren D., B.Ed.'30, Ill. State Normal Univ.; A.M.'37, Univ. of Ill.; Supt. of Sch., Dwight, Ill., since 1948.

Lakemacher, Robert E., B.S.'25, Bradley Univ.; M.S.'35, Northwestern Univ.; Prin. of Carl Schurz H. S., Chicago, Ill., since 1950.

Lally, Ann M., B.A.'35, Mundelein Col.; M.A.'39, Ph.D.'50, Northwestern Univ.; Dir. of Art, Bd. of Educ., Chicago, Ill., since 1948.

Lambird, Don K., B.A.'38, Carthage Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt., Deer Creek-Mackinaw Sch. Dist. 701, Mackinaw, Ill., since 1954.

Lancaster, Allen H., B.S.'18, Univ. of Ill.; M.S.'38, Univ. of Wis.; Supt. of Sch., Dixon, Ill., since 1932.

Lane, Raymond H., B.Ed.'40, Eastern Ill. State Col.; M.A.'48, Univ. of Ill.; Supt. of Community Sch. Unit 40, Effingham, Ill., since 1950.

Larsen, Arthur Hoff, B.Ed.'29, Wis. State Tchrs. Col., Superior; Ph.M.'31, Ph.D.'39, Univ. of Wis.; Dean, since 1949, and Acting Pres., Ill. State Normal Univ., Normal, Ill., since 1954.

Latta, Cliff G., B.S.Ed.'51, Washington Univ.; Prin. of Maplewood Elem. Sch., East St. Louis, Ill., since 1951.

Lau, John A., LL.B.'03, Univ. of Wis.; Ph.B.'18, Univ. of Chicago. Address: Scott Foresman and Co., Chicago, Ill.

Lauby, Cecilia J., Ed.D.'49, Ind. Univ.; Assoc. Prof. of Educ. and Coordinator of Off-Campus Student Tchg., Ill. State Normal Univ., Normal, Ill., since 1949.

Lautenschlager, Harley, B.S.'39, M.S.'49, Ind. State Tchrs. Col.; Supt. of Sch. Dist. 173, Park Forest, Ill., since 1953.

Lawson, Douglas E., A.B.'32, M.A.'33, Colo. State Col. of Educ.; Ph.D.'39, Univ. of Chicago; Dean, Col. of Educ., Southern Ill. Univ., Carbondale, Ill., since 1948.

Lederer, Edwin A., Ph.B.'25, A.M.'32, Univ. of Chicago; Ed.D.'53, Loyola Univ.; Dir. of Purchases, Pub. Sch., Chicago, Ill., since 1953.

Lehr, Edgar I., A.B.'26, M.A.'30, Ind. Univ.; Supt. of Sch., Rock Falls, Ill., since 1930.

*Leigh, John V., B.A.'35, Central YMCA Col.; M.A.'38, Northwestern Univ.; Supt., James Giles Sch. Dist. 80, Chicago, Ill., since 1936.

Leinauer, (Mrs.) Marjorie B., B.S. in Ed. '44, Northern Ill. State Tchrs. Col., DeKalb; DeKalb Co. Supt. of Sch., Sycamore, Ill., since 1941.

Leist, Mary G., M.A.'26, Univ. of Chicago; Prin. of Shepard Elem. Sch., Chicago, Ill., since 1937.

Leonard, James H., A.B.'21, Lake Forest Col.; LL.B.'33, Chicago Kent Col. of Law; M.S.'47, Ind. Univ.; Supt., Thornton Fractional Twp. H. S., Calumet City, Ill., since 1948.

Lewis, (Mrs.) Virginia F., B.S. in Ed.'37, M.A.'42, Northwestern Univ.; Prin. of Wendell Phillips H. S., Chicago, Ill., since 1950.

Lieb, George W., B.S.'37, M.A.'40, Northwestern Univ.; Supt. of Sch. Dist. 122, Oak Lawn, Ill., since 1948.

Lindstrom, Stan C., Pres., Superior Coach Sales Co., Evanston, Ill.

Lineberger, Clarence, A.B.'09, LL.D.'39, Lenoir-Rhyne Col.; A.M.'11, Univ. of N. C.; Dist. Supt. of Sch., Chicago, Ill., since 1938.

Litchfield, Vernon B., B.E.'35, Western State Col.; M.A.'52, Bradley Univ.; Supt. of Sch., Creve Coeur, Ill., since 1947.

Litle, Lester O., B.S. in Ed.'26, Southwest Mo. State Col.; A.M.'30, Ed.D.'43, Univ. of Mo.; Supt. of Sch., Quincy, Ill., since 1949.

Littlepage, H. S., B.S.'24, Eureka Col.; M.S.'37, M.Ed.'44, Univ. of Ill.; Supt., Community Unit Sch. Dist., Carlinville, Ill., since 1948.

Litwiller, O. J., A.B.'26, Bluffton Col.; M.A.'34, Ohio State Univ.; Supt. of Lena-Winslow Community Unit Sch., Lena, Ill., since 1949.

Loew, C. C., A.B.'28, Ill. Col.; M.A.'38, Wash. Univ.; Supt. of Sch., Urbana, Ill., since 1948.

Loomis, Orson E., B.A.'17, Beloit Col.; M.A.'28, Univ. of Wis.; Prin., Hononegah Community H. S., Rockton, Ill., since 1929.

Ludwig, Louise M., Secy. and General Mgr., Pub. Sch. Publishing Co., Bloomington, Ill., since 1926.

Lundahl, Arthur W., B.E.'26, Northern Ill. State Tchrs. Col.; M.A.'35, Univ. of Minn.; Dir. of Bus. Affairs, Pub. Sch., Rockford, Ill., 1948-54.

Lundahl, Leon J., B.E.'33, Univ. of Ill.; M.A.'35, Northwestern Univ.; Supt. of Elem. Sch., Crystal Lake, Ill., since 1935.

Luthe, Roy M., B.S. in Ed.'51, M.S. in Ed. '53, Eastern Ill. State Col.; Edwards Co. Supt. of Sch., and Supt. of Community Sch. Unit 1, Albion, Ill., since 1953.

Lynch, Margaret C., M.A., DePaul Univ.; Prin., Monroe Sch., Chicago, Ill.

Lyon, Jared T., A.B.'24, Carthage Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Hoopeston, Ill., since 1947.

McAllister, W. E., Ed.B.'43, Eastern Ill. State Col.; M.A.'49, Univ. of Ill.; Supt. of Sch., Centralia, Ill., since 1949.

McCahey, Marie A., Ph.B.'27, Univ. of Chicago; M.Ed.'36, Loyola Univ., (Ill.); Prin., Hirsch H. S., Chicago, Ill., since 1942.

McCall, H. R., B.S.'25, Southwest Mo. State Col.; A.M.'29, Ed.D.'43, Univ. of Mo.; Supt. of Sch. Dist. 61, Waukegan, Ill., since 1941.

McCallister, James M., B.S. in Ed.'21, Central Mo. Col.; A.M.'22, Ph.D.'29, Univ. of Chicago; Dean, Wilson Branch, Chicago City Jr. Col., Chicago, Ill., since 1954.

McCannon, Roland, B.S.'38, Univ. of Ill.; M.A.'41, Univ. of Chicago; Secy.-Mgr., Ill. Pupils Reading Circle, Ill. Educ. Assn., 203 W. Kelsey St., Bloomington, Ill.

McCarthy, Frances, M.A.'37, DePaul Univ.; Prin. of Otis Elem. Sch., Chicago, Ill., since 1938.

McConnell, Robert L., B.S.'27, M.S.'37, Univ. of Ill.; Supt. of Twp. H. S., Streator, Ill., since 1954.

McCurrach, David, Exec. Mgr., Natl. Sch. Serv. Inst., Chicago, Ill., since 1954.

McDavid, Fred C., B.S.'36, M.S.'41, Univ. of Ill.; Supt. of Sch., Kankakee, Ill., since 1953.

McGaughy, (Mrs.) Jean Barker, Ph.B.'18, Univ. of Chicago; Supt., Community Consol. Sch. Dist. 1, Barrington, Ill., since 1947.

McIntosh, William Ray, B.S.'20, M.A.'23, Northwestern Univ.; M.S.'32, Univ. of Ill.; Supt. of Sch., Rockford, Ill., since 1950.

McKibben, J. D., B.S.'28, Univ. of Chicago; M.S.'40, Univ. of Ill.; Supt., R.O.V.A. Sch. Dist. 208, Oneida, Ill.

McKnelly, Oren H., B.S.'39, Southwest Mo. State Col.; M.S.'41, Univ. of Ill.; Supt. of Sch., Shelbyville, Ill., since 1952.

McKnight, William W., Jr., B.S. in Commerce '38, Northwestern Univ.; McKnight and McKnight Educ. Publishers, Bloomington, Ill., since 1938.

McLure, William Paul, M.A.'32, Univ. of Ala.; Ph.D.'46, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Dir., Bureau of Educ. Research, Univ. of Ill., Urbana, Ill., since 1948.

McMahon, (Mrs.) Edna T., S.B.'19, M.A.'40, Univ. of Chicago; Prin. of Bennett Sch., Chicago, Ill., since 1938.

McSwain, E. T., B.A.'19, Newberry Col.; M.A.'28, Ed.D.'38, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1948.

MacBean, (Mrs.) Dilla W., B.S.'19, Northwestern Univ.; B. of L.S.'21, Carnegie Inst. of Tech.; M.E.'39, Chicago Tchrs. Col.; Dir., Div. of Lib., Pub. Sch., Chicago, Ill., since 1948.

Mackenzie, Harold, A.B.'09, Wheaton Col.; A.M.'22, Univ. of Chicago; Supt. of Sch., Savanna, Ill., since 1940.

Magan, Isabel L., Ph.B.'26, M.A.'35, Univ. of Chicago; Ph.D.'47, Columbia Univ.; Prin. of South Shore H. S., Chicago, Ill., since 1949.

Main, George Owen, B.Ed.'28, Western State Col. of Colo.; M.A.'33, State Univ. of Iowa; Supt. of R.U.C.E. Community Unit 3 Sch., Reddick, Ill., since 1939.

Malan, William Russell, A.B.'22, Park Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Harrisburg, Ill., since 1935.

Malone, James J., LL.B.'31, B.S. in Ed.'36, DePaul Univ.; M.Ed.'37, Loyola Univ.; Prin. of Drummond Sch., Chicago, Ill., since 1951.

Mann, J. A., A.B.'28, Evansville Col.; A.M.'34, Univ. of Ill.; Supt. of Sch., Jacksonville, Ill., since 1952.

Martz, Lorene Laingor, B.S.'31, Univ. of Ill.; M.S.'37, Ind. Univ.; Supt. of Justice Park Sch., Oak Lawn, Ill., since 1940.

Masek, Albert S., M.A.'41, Northwestern Univ.; Acting Supt. of Elem. Sch., Cicero, Ill., since 1953.

Masiko, Peter, Jr., B.A.'36, Lehigh Univ.; M.A.'37, Ph.D.'39, Univ. of Ill.; Dean, Wright Jr. Col., Chicago, Ill., since 1950.

Mason, J. A., B.S.'37, Bradley Univ.; M. S. '41, Ed.M.'49, Univ. of Ill.; Supt. of Niles Twp. H. S., Skokie, Ill.

Mattiazza, Dominic Louis, B.S.'46, Univ. of Ill.; M.A.'50, Colo. State Col. of Educ.; Supt. of Pub. Sch., Oglesby, Ill., since 1950.

Meek, Paul, B.Ed.'39, Southern Ill. Univ.; M.S.'45, Univ. of Ill.; Asst. Supt., Community Unit Sch. Dist. 5, Waterloo, Ill.

Mees, John D., B.Ed.'31, Southern Ill. Univ.; M.S.'36, Univ. of Ill.; Ed.D.'50, Univ. of Ind.; Prin., Univ. Sch., Southern Ill. Univ., Carbondale, Ill., since 1946.

Mellon, E. H., B. S.'23, Ill. Col.; M.S.'32, Univ. of Ill.; Ed.D.'42, Colo. State Col. of Educ.; Supt. of Community Unit Sch. Dist. 4, Champaign, Ill., since 1943.

Mercer, Lloyd V., B.A. in Ed.'20, Western Ill. State Tchrs. Col., Macomb; M.A.'38, Univ. of Ill.; Supt. of Sch., Community Unit 223, Orion, Ill., since 1948.

Metcalf, Harold H., B.S.'23, M.Ph.'38, Univ. of Wyo.; Ed.D.'46, Columbia Univ.; Supt. of Bloom Twp. Sch. Dist. 206, Chicago Heights, Ill., since 1947.

Michael, Lloyd S., Ph.B.'25, M.A.'26, Denison Univ.; Ed.D.'41, New York Univ.; Supt., Twp. H. S., Evanston, Ill., since 1948.

Michael, Sister Mary John, B.V.M., M.A.'39, Univ. of Mich.; Pres., Mundelein Col., Chicago, Ill.

Middleton, B. D., B.S.Ed.'44, M.S.Ed.'46, Southern Ill. Univ.; Supt. of Community Sch. Unit 4, Columbia, Ill., since 1951.

Miller, C. E., B.S.'18, A.M.'42, Northwestern Univ.; Supt. of Sch., Westmont, Ill., since 1931.

Miller, Earl G., M.A.'32, Univ. of Minn.; Supt. of Sch., LaSalle, Ill., since 1939.

Miller, James Roscoe, B.A.'25, LL.D.'49, Univ. of Utah; M.D.'30, M.S.'31, LL.D. '49, Northwestern Univ.; LL.D.'50, Williams Col.; Pres., Northwestern Univ., Evanston, Ill., since 1949.

Miller, L. Wallace, B.S.'27, Goshen Col.; M.S.'28, Ph.D.'33, State Univ. of Iowa; Dir., Univ. Field Serv., Ill. State Normal Univ., Normal, Ill., since 1950.

Miller, Ralph E., B.Ed.'40, M.S.'52, Ill. State Normal Univ.; Supt. of Sch. Dist. 177, Georgetown, Ill., since 1940.

Miller, Van, A.B.'29, Hastings Col.; M.A. '35, Univ. of Nebr.; D.Ed.'42, Harvard Univ.; Prof. of Educ., Univ. of Ill., Urbana, Ill., since 1950.

Mills, Russel J., B.E.'36, Wis. State Tchrs. Col., Superior; M.A.'47, Northwestern Univ.; Supt. of Fairview Sch., Skokie, Ill., since 1951.

Misner, Paul J., A.B.'26, Mich. State Normal Col., Ypsilanti; A.M.'27, Ph.D.'35, Univ. of Mich.; Supt. of Sch., Glencoe, Ill., since 1935.

Mitchell, Carl Joseph, Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill., since 1953.

*Mitchell, William D., M.A.'38, Univ. of Mo.; Co. Supt. of Sch., Quincy, Ill., since 1935.

Monson, Martin Thomas, B.A.'27, St. Olaf Col.; M.A.'35, Northwestern Univ.; Ed.D. '44, Colo. State Col. of Educ.; Supt. of Community Unit Sch. Dist. 316, Warsaw, Ill., since 1948.

Montag, Karl A., B.S.'39, M.A.'42, Northwestern Univ.; Supt., Berkeley Sch. Dist. 87, Bellwood, Ill., since 1940.

Moon, James, M.S.'46, Northwestern Univ.; Supt. of Sch., Western Springs, Ill., since 1949.

Moore, Allen R., A.B.'18, Univ. of Ill.; M.A.'34, Univ. of Chicago; Supt. of J. Sterling Morton H. S. and Jr. Col., Cicero, Ill., since 1953.

Moore, Hollis A., Jr., A.B.'46, Baylor Univ.; Ed.D.'53, Univ. of Texas; Assoc. Editor, *The Nation's Schools,* Chicago, Ill., since 1952.

Moore, Raymond, A.B.'20, Ped.D.'45, Lake Forest Col.; Ed.M.'30, Harvard Univ.; Supt., H. S., Lake Forest, Ill.

Morris, Lee M., M.S.'41, Univ. of Ill.; Supt. of Sch., Harvey, Ill., since 1950.

Muffley, E. J., B.S.'17, Eureka Col.; A.M. '45, Univ. of Ill.; Prin., Roosevelt Jr. H. S., Decatur, Ill., since 1943.

Mullen, (Mrs.) Frances Andrews, Ph.B.'23, M.A.'27, Ph.D.'39, Univ. of Chicago; Asst. Supt. in Chg. of Special Educ., Chicago, Ill., since 1953.

Muller, (Mrs.) Emma Fleer, Mus.B.'18, Marquette Univ.; S.B.'23, Univ. of Chicago; Dir. of Personnel and Registrar, Chicago Tchrs. Col., Chicago, Ill., since 1928.

*Muns, Arthur C., M.S.'35, Univ. of Ill.; Supt. of Sch., Sycamore, Ill., since 1952.

Murphy, L. R., M.A.'41, Univ. of Chicago; Supt. of Sch., Mt. Prospect, Ill., since 1948.

Murphy, Marie J., M.A.'45, Northwestern Univ.; Prin., Avoca Sch., Wilmette, Ill., since 1932.

Murray, L. D., B.Ed.'36, Ill. State Normal Univ.; M.S.'41, Univ. of Ill.; Prin. of Community H. S. Dist. 310, Bartonville, Ill.

Myers, Arno R., B.A.'30, Univ. of Wis.; Pres., Bd. of Educ., Glencoe, Ill., since 1953.

Myers, Dallas, B.S.'31, Ill. Wesleyan Univ.; M.A.'39, Univ. of Kansas; Supt., Community Sch. Unit 7, Lexington, Ill., since 1946.

Myers, Max W., B.S.'45, Ill. State Normal Univ.; M.S.'50, Univ. of Ill.; Supt., Beach Park Consol. Sch., Waukegan, Ill., since 1952.

Negethon, E. F., Sales Mgr., Brunswick-Balke-Collender Co., Chicago, Ill.

Nelson, John B., A.B.'19, Wheaton Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Batavia, Ill., since 1938.

Nettleship, O. R., B.E.'40, Ill. State Normal Univ.; M.S.'48, Univ. of Ill.; Supt. of Sch. Dist. 95, Hillsboro, Ill., since 1949.

Neubauer, Wilson O., A.B.'31, Carthage Col.; M.A.'39, Univ. of Ill.; Supt. of Community Sch. Unit 2, Adams Co., Liberty, Ill., since 1950.

Nevosad, Franklyn W., B.S.'36, M.A.'38, Northwestern Univ.; Asst. Supt. of Sch., Chicago Heights, Ill., since 1948.

Newenham, R. L., B.S.'26, Univ. of Ill.; M.A.'30, Univ. of Chicago; Supt. of Elem. Sch., Zion, Ill., since 1947.

Newman, Charles C., B.Ed.'43, Eastern Ill. State Col.; M.A.'46, Univ. of Ill.; Supt. of Sch., Paxton, Ill., since 1953.

Nichols, Everette C., B.Ed.'31, Ill. State Normal Univ.; M.A.'37, Univ. of Ill.; Prin., Community H. S., Marengo, Ill., since 1949.

Nickell, Vernon L., B.Ed.'29, Ill. State Normal Univ.; M.A.'32, Univ. of Ill.; Ed.D.'46, Ill. Wesleyan Univ.; State Supt. of Pub. Instr., Springfield, Ill., since 1943.

Niehus, W. G., B.Ed.'31, Ill. State Normal Univ.; M.A.'38, Univ. of Iowa; Supt. of Consol. Sch., Plainfield, Ill., since 1948.

Nojek, Harry F., Member of Bd., Rhodes Sch. Dist., Cook Co., Melrose Park, Ill., since 1951.

Oates, Forrest R., B.Ed.'32, Southern Ill. Normal Univ.; M.A.'41, Univ. of Detroit; Supt., Community Unit Sch. 348, Mt. Carmel, Ill.

Oestreich, Arthur H., B.A.'33, Ripon Col.; M.A.'39, Ph.D.'49, Northwestern Univ.; Supt. of Sch., Kenilworth, Ill., since 1949.

Olmsted, Leslie Marvin, B.S.E.'38, M.A.'50, Northwestern Univ.; Supt. of Calumet Sch. Dist. 132, Blue Island, Ill., since 1947.

Olsen, George S., B.S.'27, Univ. of Minn.; M.A.'37, Northwestern Univ.; Supt.-Prin., Lyons Twp. H. S. and Jr. Col., La Grange, Ill., since 1942.

Olson, George A., Ph.B.Ed.'30, Univ. of Chicago; M.S. in Ed.'36, Northwestern Univ.; Prin. of Amundsen H. S., Chicago, Ill., since 1948.

O'Malley, (Very Rev.) Comerford J., S.T.D. '29, Collegio Angelico, Rome, Italy; Pres., De Paul Univ., Chicago, Ill., since 1944.

Osborn, L. G., B.S.'12, Shurtleff Col.; A.B. '14, M.A.'18, Univ. of Ill.; Ph.D.'38, Wash. Univ.; Supt. of Sch., East St. Louis, Ill., since 1953.

Osborn, Ralph A., M.S.'42, Butler Univ.; Supt. of Community Unit Sch. Dist. 306, Arcola, Ill., since 1952.

O'Shea, Dennis, Vicepres., Rand McNally and Co., Chicago, Ill.

Page, William J., Diploma '07, Chicago Tchrs. Col.; Ph.B. in Ed.'21, Univ. of Chicago; M.A. in Soc. Sci., Loyola Univ.; Supt. of Midlothian Sch. Dist. 143, Midlothian, Ill., since 1953.

Palmer, Lester H., A.B.'27, M.A.'42, Univ. of Ill.; Dir. of Educ. Materials, Pub. Sch., Blue Island, Ill., since 1952.

Parmenter, L. E., A.B.'14, Syracuse Univ.; Senior Counsel, Natl. Sch. Serv. Inst., Chicago, Ill., since 1954.

Patterson, Warren W., B.E.'31, Northern Ill. State Tchrs. Col., De Kalb; M.A.'47, Northwestern Univ.; Supt. of Sch., River Grove, Ill., since 1948.

Patton, James E., B.Ed.'30, Ill. State Normal Univ.; M.S.'36, Univ. of Ill.; Supt. of Elem. Sch., Steger, Ill., since 1936.

Pearson, Irving F., B.S. in Ed.'22, Univ. of Ill.; M.S. in Ed.'30, Northwestern Univ.; Exec. Secy., Ill. Educ. Assn., Springfield, Ill., since 1938.

Pease, James E., A.B.'29, LL.D.'53, Central Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt., Sch. Dist. 102, La Grange, Ill., since 1952.

Peck, Jesse R., B.E.'38, Western Ill. State Tchrs. Col., Macomb; Knox Co. Supt. of Sch., Galesburg, Ill., since 1939.

Perkins, Lawrence B., B.Arch.'30, Cornell Univ.; Partner, Perkins and Will; Chicago, Ill., since 1935.

Perne, Anton W., A.B.'31, Knox Col.; A.M. '39, Univ. of Ill.; Supt. of Community Consol. Sch. Dist. 4, Livingston, Ill., since 1953.

Perz, Robert E., B.Ed.'40, Chicago Tchrs. Col.; A.M.'46, Univ. of Chicago; Prin. of H. S., Springfield, Ill., since 1951.

Peterson, F. M., B.S.'24, M.S.'27, Univ. of Ill.; Prin., Community H. S., Pekin, Ill., since 1938.

Peterson, Graydon L., B.E.'43, Northern Ill. State Tchrs. Col.; M.A.'50, Univ. of Ill.; Prin. of Community Consol. Grade Sch., Walnut, Ill., since 1941.

Petty, W. C., B.E.'31, Ill. State Normal Univ.; M.A.'38, Univ. of Chicago; Lake Co. Supt. of Sch., Waukegan, Ill., since 1931.

Pfisterer, Thomas R., B.S.'21, Beloit Col.; Stephenson Co. Supt. of Sch., Freeport, Ill., since 1935.

Pierce, Paul R., Ph.B.'14, A.M.'27, Ph.D. '34, Univ. of Chicago; Asst. Supt. in Charge of Instr. and Guid., Chicago, Ill., since 1949.

Pinkstaff, Hugh E., M.S. in Ed.'40, Ind. Univ.; Supt. of Bond Co. Community Unit 2, Greenville, Ill., since 1947.

Pistor, Howard A., B.A.'51, McKendree Col.; Supvg. Elem. Sch. Prin., Cahokia Commonfields Sch. Dist., East St. Louis, Ill., since 1953.

Pittman, Kenneth C., M.A.'38, Univ. of Ill.; Supt. of Sch. Dist. 61, Havana, Ill., since 1950.

Platt, Frank K., B.E.'36, Northern Ill. State Tchrs. Col.; M.A.'41, Northwestern Univ.; Supt. of Elem. Sch., Peru, Ill., since 1945.

Plimpton, Blair, S.B.'30, A.M.'38, Univ. of Chicago; Supt. of Community Consol. Sch. Dist. 64, Park Ridge, Ill., since 1947.

Plude, Myron Joseph, Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill., since 1954.

Poppenheimer, Charles W., B.A.'38, Iowa State Tchrs. Col.; M.A.'41, Northwestern Univ.; Supt. of Holmes Sch., Warrenville, Ill., since 1952.

Preston, Kenneth L., Ph.B.'31, Univ. of Chicago; M.S.'35, Northwestern Univ.; Supt. of Sch. Dist. 100, Berwyn, Ill., since 1945.

Price, Alfred J., Ph.B.'49, Ill. Wesleyan Univ.; M.S.E.'52, Ill. State Normal Univ.; Supt. of Community Unit Sch. Dist. 250, Ontarioville, Ill., since 1952.

Prichard, Clarence E., A.B.'12, Butler Univ.; M.A.'13, Ind. Univ.; M.A.'27, Univ. of Chicago; Supt., Twp. H. S., Waukegan, Ill., since 1950.

Proskey, Joseph, Secy., Bd. of Educ., Sch. Dist. 110, Chicago, Ill., since 1953.

Puffer, Noble J., B.S.'23, LL.D.'50, Ill. Wesleyan Univ.; M.A.'32, Northwestern Univ.; Cook Co. Supt. of Sch., Chicago, Ill., since 1951.

Pygman, Clarence Huston, A.B.'28, James Millikin Univ.; M.A.'34, Univ. of Chicago; Supt. of Sch., Cook Co. Dist. 89, Maywood, Ill., since 1940.

Quinlan, Frederick F., B.S.'33, M.A.'39, Columbia Univ.; Supt. of Sch., Lake Forest, Ill., since 1944.

Rader, Ralph K., M.A.'41, Northwestern Univ.; Prin., Roxana Grade Sch., Roxana, Ill., since 1949.

Randolph, Victor, B.Ed.'35, Southern Ill. Univ.; M.A.'37, Columbia Univ.; Ph.D.'42, George Peabody Col. for Tchrs.; Assoc. Prof. of Educ., Southern Ill. Univ., Carbondale, Ill.

Reaugh, William L., B. of Ed.'35, Ill. State Normal Univ.; M.A.'48, Univ. of Ill.; Supt., Cook Co. Sch. Dist. 148, Dolton, Ill., since 1941.

Reavis, George Harve, B.S.'11, Univ. of Mo.; M.A.'16, Ph.D.'20, Columbia Univ.; Educ. Counselor, Field Enterprises, Inc., Chicago, Ill., since 1948.

Reavis, William C., Ph.B.'08, A.M.'11, Ph.D.'25, Univ. of Chicago; Prof. Emeritus of Educ., and Chmn., Com. on Appointments and Field Serv., Univ. of Chicago, Chicago, Ill.

Reed, J. McLean, B.A.'23, B.S.'25, D.Ph.Ed. '44, Ohio Northern Univ.; M.A.'31, Ohio State Univ.; Supt. of Sch., Danville, Ill.

Reed, Mortimer P., Jr., B.Arch.'42, Mass. Inst. of Tech.; Dir. of Pub. Relations, Burnett & Logan, Chicago, Ill., since 1952.

Reinhardt, Emma, Ph.D., Univ. of Ill.; Prof. of Educ. and Head, Dept. of Educ., Eastern Ill. State Tchrs. Col., Charleston, Ill.

Rentfro, Robert J., B.Ed.'38, Southern Ill. Univ.; Ed.M.'50, DePaul Univ.; Supt. of Komarek Sch., North Riverside, Ill., since 1952.

Renwick, Harold A., A.B.'30, Univ. of Ill.; M.A.'34, State Univ. of Iowa; Supt. of Bushnell-Prairie City Sch., Bushnell, Ill., since 1946.

Reusser, John L., Ph.D.'32, State Univ. of Iowa; Prin., Ill. Soldiers' and Sailors' Children's Sch., Normal, Ill., since 1944.

Rice, Arthur H., Ph.D.'47, Univ. of Mich.; Editor, *The Nation's Schools*, Chicago, Ill., since 1951.

Richards, Harold L., B.S. in Ec.'20, B.Mil. Sci.'24, D.Sc.'49, Pa. Military Col.; Ph.B. '31, A.M.'33, Univ. of Chicago; Supt., Community H. S. Dist. 218, Blue Island, Ill., since 1935.

Ricketts, Robert E., B.S.'26, Parsons Col.; M.A.'38, Univ. of Chicago; Supt. of Elem. Sch., Evergreen Park, Ill., since 1945.

Riedel, Mark T., B.S. in Ed.'33, Northeast Mo. State Tchrs. Col., Kirksville; A.M. in Ed.'36, Univ. of Mo.; Supt. of Sch. Dist. 41, Glen Ellyn, Ill., since 1948.

Riggs, Ralph B., A.B.'34, Southwestern Col.; M.A.'38, Northwestern Univ.; Supt. of Cleveland Elem. Sch., Dist. 73½, Skokie, Ill., since 1952.

Robb, Ralph, A.B.'11, Ill. Col.; A.M.'48, Univ. of Colo.; Supt. of Community Unit Sch. Dist. 15, Clinton, Ill.

Robertson, Harris M., B.S.'25, Ill. Col.; M.A.'34, Univ. of Ill.; Supt. of Sch., Community Unit Dist. 224, Galva, Ill., since 1948.

Rogers, Don C., B.A.'16, M.A.'21, Ph.D. '23, State Univ. of Iowa; Asst. Supt. of Sch., Chicago, Ill., since 1944.

Ross, Paul, A.B.'24, Oakland City Col.; M.S. in Ed.'39, Ind. Univ.; Supt., Community Unit Sch. Dist. 5, Macon, Ill., since 1948.

Roth, Gus F., M.A.'37, Univ. of Ill.; Supt., Jersey Co. Community Sch. Unit 100, Jerseyville, Ill.

Rouse, Lawrence H., M.A.'46, Northwestern Univ.; Prin., Community H. S., Grayslake, Ill., since 1947.

Rowe, Helen, A.B.'23, Oberlin Col.; M.A. '38, Univ. of Chicago; Prin., Jackson Elem. Sch., Chicago, Ill., since 1948.

Rowe, John R., A.B.'19, Beloit Col.; M.A. '22, Univ. of Chicago; Educ. Dir., Encyclopaedia Britannica, Western Springs, Ill., since 1940.

Sampson, Gladys E., Ph.B., Univ. of Chicago; M.A., DePaul Univ.; Prin. of Young Elem. Sch., Chicago, Ill., since 1946.

Sansone, Amerigo R., B.S. in M.E.'28, Ill. Inst. of Tech.; M.A.'37, Northwestern Univ.; Prin., Carver High and Elem. Sch., Chicago, Ill., since 1944.

Savage, George F., B.S. in Ed.'32, Univ. of Ill.; M.A.'41, Northwestern Univ.; Supt. of Sch. Dist. 69, Skokie, Ill., since 1950.

Schauer, (Mrs.) Lois E., B.S.'32, Lewis Inst.; M.A.'33, DePaul Univ.; Prin. of Burnside Elem. Sch., Chicago, Ill., since 1950.

Schloerb, Lester J., B.A.'19, North Central Col.; Ed.M.'34, Harvard Univ.; Asst. Supt. of Sch. in Chg. of Personnel, Chicago, Ill., since 1953.

*Schniepp, Albert E., A.B.'24, Central Wesleyan Col.; M.A.'30, Univ. of Mo.; Prin. of Jr. and Sr. H. S., Cerro Gordo, Ill.

Schultz, Elmer H., M.Ed.'41, Loyola Univ.; B.A.'38, Y.M.C.A. Col.; Supt. of Sch., Homewood, Ill., since 1950.

Scott, E. J., A.B.'29, Westminster Col.; M.Ed.'39, Univ. of Mo.; Asst. Supt. of Sch., Quincy, Ill., since 1948.

Scott, Willis H., A.B.'17, Oberlin Col.; Exec. Vicepres., Scott Foresman & Co., Chicago, Ill.

Selleck, Eugene R., Ph.B. in Ed.'29, Univ. of Wis.; M.S. in Ed.'32, Northwestern Univ.; Supt., Sch. Dist. 98, Berwyn, Ill., since 1949.

Seybold, Harley J., M.S.'31, Univ. of Ill.; Supt. of Sch., Chenoa, Ill., since 1944.

Shafer, B. F., M.A.'23, Univ. of Chicago; Supt. of Sch., Freeport, Ill., since 1929.

Shafer, P. F., M.A.'38, Univ. of Ill.; Supt. of Sch. Dist. 185, Macomb, Ill., since 1941.

Shane, Harold G., B.Ed.'35, Wis. State Tchrs. Col., Milwaukee; M.A.'39, Ph.D. '43, Ohio State Univ.; Prof. of Educ., Northwestern Univ., Evanston, Ill., since 1949.

Shannon, MacRae, B.S.'33, M.A.'37, Univ. of Ill.; Prin., Twp. H. S., Ottawa, Ill., since 1948.

Shaw, (Mrs.) Julia Baum, B.A.'42, Benedict Col.; Admin. Asst. to Secy. of Christian Educ., A. M. E. Zion Church, 128 E. 58th St., Chicago, Ill., since 1952.

Sheehan, William E., B.S.'42, M.A.'44, Northwestern Univ.; Supt. of Sch., Deerfield, Ill., since 1945.

Shepherd, Warren P., M.S.'32, Univ. of Ill.; Supt. of Elem. Sch., Ottawa, Ill., since 1943.

Short, J. Frank, Ph.B.'23, Shurtleff Col.; M.A.'29, Univ. of Ill.; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Springfield, Ill., since 1949.

Shute, Don D., M.S.'38, Univ. of Ill.; Asst. Supt. of Sch., East Peoria, Ill., since 1951.

Sifert, E. R., A.B.'13, Des Moines Univ.; M.A.'26, State Univ. of Iowa; Ph.D.'42, Univ. of Minn.; Supt., Proviso Twp. H. S., Maywood, Ill., since 1936.

Simmonds, E. S., B.S. in Ed.'23, M.S. in Ed.'31, Univ. of Ill.; Supt. of Sch., Morrison, Ill., since 1943.

Simpson, Richard H., Pres., Chas. A. Bennett Co., Inc., Peoria, Ill., since 1952.

Smaage, Leon, B.A.'30, Buena Vista Col.; M.A.'36, Northwestern Univ.; Supt. of Sch., Des Plaines, Ill., since 1946.

Smiley, Rachel Turnbull, Ph.B.'31, Univ. of Chicago; M.A. in Ed.'46, De Paul Univ.; Prin. of Helen C. Peirce Sch., Chicago, Ill.

Smith, A. Edson, Ph.B.'20, Shurtleff Col.; M.A.'37, Univ. of Chicago; Prin., East Alton-Wood River Community H. S., Wood River, Ill., since 1949.

Smith, Bertrand LeRoy, B.S. and A.B.'34, Southwest Mo. State Tchrs. Col., Springfield; M.A.'37, Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Oak Park, Ill., since 1946.

Smith, Cecil E., B.Ed.'39, Eastern Ill. State Tchrs. Col., Charleston; M.S.'44, Univ. of Ill.; Supt., Community Unit Sch. Dist. 5, Chrisman, Ill.

Smith, Gerald L., B.S.'40, Univ. of Kansas; M.Ed.'51, Univ. of Colo.; Supt. of Sch. Dist. 163, Park Forest, Ill., since 1954.

Smith, Gerald W., A.B.'28, Knox Col.; M.A.'34, State Univ. of Iowa; Supt. of Community H. S. Dist. 232, Elmwood Park, Ill., since 1953.

Smith, Harry Hayes, A.B.'32, James Millikin Univ.; A.M.'33, Univ. of Ill.; Asst. Prin. of East Alton-Wood River Community H. S., Wood River, Ill., since 1946.

Smith, James H., B.S.'26, Univ. of Ill.; M.A.'32, Univ. of Chicago; Sc.D.'52, Bradley Univ.; Ed.D.'53, Loyola Univ.; District 5 Supt. of H. S., Chicago, Ill., since 1953.

Smith, Tilman R., A.B.'28, Goshen Col.; M.A.'32, State Univ. of Iowa; M.S.'39, Univ. of Ill.; Supt. of Sch., Community Unit Dist. 140, Eureka, Ill., since 1949.

Snyder, Frank F., B.A.'30, William Penn Col.; M.A.'34, State Univ. of Iowa; Ph.D.'51, Univ. of Nebr.; Supt. of Elem. Sch., Northbrook, Ill., since 1952.

Sommers, Hobart H., Ph.B.'18, Univ. of Chicago; M.Ed.'31, Loyola Univ. (Ill.); Ed.D.'47, Iowa Wesleyan Col.; Asst. Supt. of Sch. in charge of Voc. Educ., Chicago, Ill., since 1948.

Spearman, Cecil E., A.B.'32, M.A.'39, Univ. of Ala.; Ed.D.'43, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hinsdale, Ill., since 1945.

Speltz, Arthur F., B.S.'19, Mich. State Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Pontiac, Ill., since 1929.

Springman, John H., A.B.'31, Albion Col.; A.M.'34, Wayne Univ.; Ed.D.'44, Colo. State Col. of Educ.; Supt. of Sch., Glenview, Ill., since 1948.

Sprouse, Denson, B.Ed.'37, Eastern Ill. State Col., Charleston; M.A.'40, Univ. of Ill.; Supt., Panhandle Unit Sch. Dist. 2, Raymond, Ill., since 1948.

Spurgin, William H., B.S.'10, Illinois Wesleyan Univ.; M.A.'30, Univ. of Chicago; Dir. of Educ. Expenditures, Bd. of Educ., Chicago, Ill., since 1948.

Stack, Eileen C., Ph.D.'50, Northwestern Univ.; Prin., Farragut H.S., Chicago, Ill.

Starke, Louis E., A.B.'26, Culver-Stockton Col.; A.M.'37, Univ. of Mo.; Supt. of Sch., Normal, Ill., since 1946.

Stateler, C. B., Sales Mgr., A. J. Nystrom and Co., Chicago, Ill.

Stead, Olin W., B.S.'27, Univ. of Ill.; M.S.'37, Univ. of Wyo.; Supt. of Sch., Carrollton, Ill., since 1940.

Steel, Wade A., B.Ed.'30, Western Ill. State Col.; M.S.'35, Univ. of Ill.; M.Ed.'52, Univ. of Denver; Supt., Leyden Community H. S., Franklin Park, Ill., since 1952.

Steele, Maurice E., Pg.B. and A.B.'15, Valparaiso Univ.; Ph.B.'27, Univ. of Chicago; M.A.'33, Columbia Univ.; Supt. of Sch., Mendota, Ill., since 1927.

Steffen, Dale Schaefer, B.A.'36, North Central Col. (Ill.); M.A.'43, Ph.D.'54, Northwestern Univ.; Prin., Community H. S., Morris, Ill., since 1953.

Steinmetz, Kathryn E., S.B.'25, A.M.'30, Univ. of Chicago; Supt. of Elem. Sch. Dist. 1, Chicago, Ill., since 1948.

Stork, Nelson N., B.S. in Ed.'28, Oakland City Col.; M.S. in Ed.'34, Ind. Univ.; Supt. of Elem. Sch. Dist. 72, Woodstock, Ill., since 1947.

Sturm, Mary Mark, Ph.B.'35, Univ. of Chicago; M.A.'39, Northwestern Univ.; Dir., Div. of Home Ec., Pub. Sch., Chicago, Ill., since 1945.

Sugden, W. E., M.A.'37, Colo. State Col. of Educ.; Supt. of Sch., River Forest, Ill., since 1950.

Sullivan, Samuel B., M.A.'33, State Univ. of Iowa; Supt. of Sch., De Kalb, Ill., since 1943.

Sweat, Clifford H., A.B.'29, Knox Col.; M.A.'34, Univ. of Chicago; Asst. Supt. of Sch., Park Ridge, Ill., since 1944.

Sylla, Ben A., Ph.B.'28, M.A.'33, Univ. of Chicago; Supt. of Sch., Chicago Heights, Ill., since 1933.

Tabor, Forrest L., B.Ed.'39, Western Ill. State Col.; M.A.'41, Univ. of Ill.; Prin. of Twp. H. S., Rock Falls, Ill., since 1950.

Taggart, Charles C., B.S.'14, Ohio Wesleyan Univ.; M.A.'35, Univ. of Chicago; Asst. Supt., Proviso Twp. H. S., Maywood, Ill., since 1937.

Taylor, Lilian, Ph.B.'29, M.A.'37, Univ. of Chicago; Prin., Luella Elem. Sch., Chicago, Ill., since 1948.

Tazewell, R. L., M.A.'40, Northwestern Univ.; McHenry Co. Supt. of Sch., Woodstock, Ill., since 1949.

Tenney, Charles D., Ph.D.'31, Univ. of Oregon; Vicepres. for Instr., Southern Ill. Univ., Carbondale, Ill., since 1945.

Tesar, John F., Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill.

Theman, Viola, Ph.D.'42, Northwestern Univ.; Assoc. Prof., Sch. of Educ., Northwestern Univ., Evanston, Ill., since 1944.

Thokey, Carl, B.A.'25, De Pauw Univ.; M.A.'36, Univ. of Wis.; Supt. of Reavis Community H. S., Oak Lawn, Ill., since 1950.

Thomas, Franklin C., B.A.'25, Mt. Morris Col.; M.A.'31, Univ. of Ill.; Supt. of Sch., Barrington, Ill., since 1944.

Thompson, G. E., A.B.'15, Defiance Col.; A.M.'34, Univ. of Chicago; Supt. of Sch., St. Charles, Ill., since 1919.

Thompson, Orrin G., B.E.'33, Northern Ill. State Tchrs. Col., DeKalb; M.S.'36, Northwestern Univ.; Supt. of Sch., Elgin, Ill., since 1946.

Thornton, Kenneth W., M.S.'48, Western Ill. State Col.; Supt. of Community Unit Sch. Dist. 210, Williamsfield, Ill., since 1950.

Tibbetts, Keim Kendall, A.B.'10, Oberlin Col.; A.M.'31, Univ. of Chicago; Bus. Mgr., Pub. Sch., Wheaton, Ill., since 1928.

Tierney, Catherine M., Ph.B.'26, DePaul Univ.; M.E.'37, Loyola Univ.; Prin., Nightingale Sch., Chicago, Ill., since 1930.

Tigard, Paul E., M.Ed.'42, Univ. of Wyo.; Supt., Community Consol. Sch. Dist. 19, Hebron, Ill., since 1943.

Tobin, Marie A., Prin., Moos Elem. Sch., Chicago, Ill.

Tomek, Edward, Member, Bd. of Educ., Sch. Dist. 110, Chicago, Ill.

Traughber, T. Loyd, M.S.'40, Univ. of Ill.; Supt. of Sch., Dist. 8 and 300, Oswego, Ill., since 1948.

Travelstead, Clyde O., B.S. in Elem. Educ.'44, M.A.'50, Southern Ill. Univ.; Supt. of Elem. Sch., Mundelein, Ill., since 1951.

Trimpe, Wilbur R. L., B.Ed.'42, Western Ill. State Tchrs. Col., Macomb; M.A. '45, Univ. of Ill.; Genl. Supt. of Sch., Community Unit Dist. 8, Bethalto, Ill., since 1950.

Troxel, Russell B., A.B.'23, Ill. Wesleyan Univ.; M.A.'34, Univ. of Ill.; Supt. of Sch., Farmington, Ill., since 1939.

Tureman, Cuba M., Calhoun Co. Supt. of Sch., Hardin, Ill.

Turner, Maurice C., B.E.'27, Northern Ill. State Tchrs. Col.; M.A.'37, Northwestern Univ.; Supt. of Elem. Sch., Elmhurst, Ill., since 1950.

Turner, Ted, Member, Bd. of Educ., Monsanto, Ill.

Tuttle, Edward M., B.S.A.'11, A.B.'13, Cornell Univ.; Exec. Secy., Natl. Sch. Bds. Assn., Chicago, Ill., since 1949.

Urquhart, Margaret, Dist. Supt. of Elem. Sch., Chicago, Ill.

Valenti, Jasper J., A.B.'40, City Col. of the City of N. Y.; M.S.'48, Ala. Polytech. Inst.; Ph.D.'50, Univ. of Chicago; Asst. Prof. of Educ. Admin., Loyola Univ., Chicago, Ill., since 1953.

Van Hettinga, H., M.A.'32, State Univ. of Iowa; Mgr., Elem. Textbk. Dept., Ginn and Co., Chicago, Ill., since 1949.

Vick, Claude E., B.S.'25, M.S.'29, Univ. of Ill.; Ed.D.'35, Washington Univ.; Dir. of Professional and Pub. Relations, Ill. Educ. Assn., Springfield, Ill., since 1943.

Voshall, J. Harold, B.Ed.'29, Western Ill. State Tchrs. Col., Macomb; M.S. '35, Univ. of Ill.; Supt. of Community Unit Sch. Dist. 10, Pittsfield, Ill., since 1948.

Wagner, Paul Alexander, A.B.'38, Univ. of Chicago; A.M.'40, Yale Univ.; LL.D. '49, John B. Stetson Univ.; Exec. Dir., Film Council of America, Evanston, Ill., since 1952.

Wallschlaeger, Theo W., Prin., John Palmer Sch., Chicago, Ill., since 1948.

Walters, Clyde L., B.S.'27, M.S.'34, Univ. of Ill.; Supt. of Sch., Peotone, Ill., since 1933.

Walton, Eldred L., B.Ed.'41, Eastern Ill. State Col., Charleston; M.S.'46, Univ. of Ill.; Supt. of Sch., Community Unit 3, Kansas, Ill., since 1948.

Warren, John R., Jr., B.A.'39, Ohio State Univ.; M.S. in Ed.'53, Southern Ill. Univ.; Supt. of Twp. H. S., Sparta, Ill., since 1952.

Watson, Charles L., B.S.'36, M.S.'47, Ind. State Tchrs. Col., Terre Haute; Supt. of Community Unit Sch. Dist. 2, Hume, Ill., since 1953.

Watson, Norman E., Ph.D.'42, Northwestern Univ.; Supt., Northfield Twp. H. S., Northbrook, Ill., since 1947.

Welch, M. W., B.S.'17, Univ. of Mich.; Sc.D.'22, Univ. de Blattereau, France; Pres., W. M. Welch Manufacturing Co., Chicago, Ill., since 1937.

Wells, George Newton, Diploma '21, Southern Ill. State Tchrs. Col., Carbondale; Ph.B.'28, M.A.'33, Univ. of Chicago; Supt. of Sch., Bloomington, Ill., since 1944.

Wesner, Herbert L., B.A.'26, Ripon Col.; M.S.'35, Marquette Univ.; Prin., Ela-Vernon H. S., Lake Zurich, Ill., since 1946.

Westlake, Glenn, B.E.'36, Northern Ill. State Tchrs. Col., DeKalb; M.A.'46, Northwestern Univ.; Supt. of Sch., Lombard, Ill., since 1944.

Wheeler, Bruce E., Diploma '22, Ill. State Normal Univ.; A.B.'23, Carthage Col.; A.M.'29, Univ. of Chicago; Asst. Supt. of Sch., Springfield, Ill., since 1944.

White, Arthur L., B.Ed.'28, Western Ill. State Tchrs. Col., Macomb; M.A.'39, State Univ. of Iowa; Henry Co. Supt. of Sch., Cambridge, Ill., since 1947.

Wilcox, Clifford G., Diploma '31, Ill. State Normal Univ.; B.Ed.'36, Western Ill. State Col.; M.A.'40, Univ. of Ill.; Supt. of Community H. S., Savanna, Ill., since 1944.

Wilkins, George T., B.E.'37, Southern Ill. Univ.; Madison Co. Supt. of Sch., Edwardsville, Ill., since 1947.

Willey, Gilbert S., B.S.'20, Univ. of Ill.; Ph.D.'26, Univ. of Wis.; Supt. of Sch., Winnetka, Ill.

Williams, Omer Stewart, Ph.D.'39, Northwestern Univ.; Dir. of Instr. Materials, Pub. Sch., Chicago, Ill., since 1954.

Williams, Ralph R., B.S.'17, M.A.'28, Univ. of Chicago; Prin., Yale Sch., Chicago, Ill., since 1935.

Willis, Benjamin C., A.B.'22, George Washington Univ.; M.A.'26, Univ. of Md.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Genl. Supt. of Sch., Chicago, Ill., since 1953.

Wilson, Charles H., A.B.'34, Ohio Northern Univ.; M.A.'38, Northwestern Univ.; Ph.D.'49, Ohio State Univ.; Supt. of Sch. Dist. 108, Highland Park, Ill.

Wilson, D. Clarence, B. Arch. '25, Univ. of Manitoba (Canada); Architect, 1115 Harrison St., Mount Vernon, Ill., since 1938.

Wilson, Kenneth D., B.S.'24, Univ. of Ill.; M.A.'37, State Univ. of Iowa; Prin., Elem. Sch. Dist. 140, Marengo, Ill., since 1945.

Wilson, O. A., Jr., A.B.'33, Central Col. (Mo.); A.M.'39, Univ. of Mo.; Co. Supt. of Sch., Jerseyville, Ill., since 1951.

Wilson, Russell E., A.B.'39, M.A.'46, Univ. of Mich.; Sch. Equip. Div., Brunswick-Balke-Collender Co., Chicago, Ill., since 1953.

Wilson, William G., B.S.'25, Armour Inst. of Tech.; M.A.'32, Univ. of Chicago; Dist. Supt. of Sch., Chicago, Ill., since 1951.

Winegarner, J. Lewis, Ed.B.'34, Ill. State Normal Univ.; M.A.'40, Univ. of Ill.; Supt. of Markham Sch. Dist. 144, Harvey, Ill., since 1947.

Wingo, Charles E., B.A.'24, Furman Univ.; M.A.'37, Cornell Univ.; Supt. of Sch., Argo, Ill., since 1942.

Winkler, Clyde V., Ed.B.'29, Southern Ill. Univ.; M.A.'34, Univ. of Mich.; Supt. of Sch., Carbondale, Ill., since 1948.

Winters, D. F., M.A.'36, State Univ. of Iowa; Supt. of Community H. S., Oak Lawn, Ill., since 1952.

Woellner, Robert Carlton, B.S.'15, Bradley Univ.; B.S.'22, Univ. of Cincinnati; M.A.'24, Univ. of Chicago; Dir., Voc. Guid. and Placement, Assoc. Prof. of Educ., and Asst. Dean of Students, Univ. of Chicago, Chicago, Ill.

Woestehoff, Orville W., B.S.'41, Minn. State Tchrs. Col., St. Cloud; M.A.'49, Univ. of Minn.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Prin. of Oliver Wendell Holmes Sch., Oak Park, Ill., since 1953.

Wolters, A. E., B.S.'23, Iowa State Col.; M.S. in Ed.'34, Northwestern Univ.; Prin. of H. S., Highland Park, Ill., since 1944.

Wooley, Wesley T., B.S.'28, M.S.'32, M.Ed.'42, Univ. of Ill.; Supt., Community Unit Sch. Dist. 205, Galesburg, Ill., 1953-54.

Worst, Glenn C., Ph.B.'32, M.Ed.'34, Loyola Univ.; Prin., Calumet H. S., Chicago, Ill., since 1939.

Wozniak, John M., Ph.D.'51, Johns Hopkins Univ.; Chmn., Dept. of Educ., Loyola Univ., Chicago, Ill., since 1951.

Wright, Roe M., B.Ed.'33, Southern Ill. Univ.; M.A.'39, Univ. of Ill.; Bus. Mgr., Natl. Congress of Parents and Teachers, Chicago, Ill., since 1953.

Young, Paul Arlington, B.S.'27, Iowa State Tchrs. Col., Cedar Falls; A.M.'43, Doctorate '47, Northwestern Univ.; Supt., York Community H. S., Elmhurst, Ill., since 1950.

Youngert, Eugene, A.B.'20, Augustana Col.; A.M.'37, Ed.D.'39, Columbia Univ.; Ed.D.'45, Cornell Col.; Supt., Twp. H. S., Oak Park, Ill., since 1941.

INSTITUTIONAL MEMBERS

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Southern Ill. Univ., Dept. of Registration and Educ., Carbondale, Ill.

Univ. of Chicago, Education Library, 5835 Kimbark Ave., Chicago, Ill.

University of Ill., Library, Periodicals Div., Urbana, Ill.

Western Ill. State Tchrs. Col., Library, Macomb, Ill.

INDIANA

Alexander, Gerald, A.B.'25, Wabash Col.; A.M.'30, Ind. Univ.; Supt. of Sch., Greensburg, Ind.

Allen, Frank E., A.B.'16, A.M.'23, Ind. Univ.; Supt. of Sch., South Bend, Ind., since 1931.

Allman, H. B., B.S.'10, Tri-State Col.; M.A.'31, Ind. Univ.; Prof. of Sch. Admin. and Dir., Summer Sessions, Ind. Univ., Bloomington, Ind., since 1946.

Asbell, Ernest, B.S., A.B., M.A.'36, Butler Univ.; Supt. of Martin Co. Sch., Shoals, Ind., since 1953.

Bailey, Virgil Ivan, A.B.'27, Central Normal Col. (Ind.); B.S.'32, Ind. Univ.; Supt. of Sch., East Gary, Ind., since 1935.

Baker, John Emerson, A.B.'31, DePauw Univ.; M.A.'37, Univ. of Minn.; Ph.D. '52, Univ. of Chicago; Assoc. Prof. of Educ., Ball State Tchrs. Col., Muncie, Ind., since 1948.

Banks, Ralph H., A.B.'27, Ind. State Tchrs. Col.; M.S.'33, Ind. Univ.; Supt. of Sch., Vincennes, Ind., since 1943.

Beabout, H. R., Prin. of H. S., Plymouth, Ind.

Bechdolt, Burley V., A.B.'30, DePauw Univ.; M.S. in Ed.'35, Ind. Univ.; Dir. of Research, Ind. State Tchrs. Assn., since 1940, and Study Dir., Ind. Sch. Study Commn., Indianapolis, Ind., since 1949.

Becker, Ralph, A.B.'28, Hastings Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Evansville, Ind., since 1947.

Beckes, Isaac K., B.S. in Ed.'35, Ind. State Tchrs. Col.; B.D.'38, McCormick Theol. Sem.; Ph.D.'45, Yale Univ.; Pres., Vincennes Univ., Vincennes, Ind., since 1950.

Bennett, Paul E., B.S.'33, Manchester Col.; M.S.'39, Ind. Univ.; Supt., Wayne Twp. Sch., Fort Wayne, Ind., since 1951.

Berger, Lowe, B.A.'19, Columbia Univ.; M.A.'21, Univ. of Mich.; Pres., Bobbs-Merrill Co., Indianapolis, Ind., since 1953.

Bergwall, Evan H., A.B.'39, Taylor Univ.; B.D.'43, Yale Divinity Sch.; Pres., Taylor Univ., Upland, Ind., since 1951.

Binford, H. E., A.B.'17, Ind. State Tchrs. Col., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bloomington, Ind., since 1935.

Bishop, George N., A.B.'29, Hanover Col.; M.S.'41, Ind. Univ.; Supt. of Sch., Mitchell, Ind., since 1950.

Blackburn, Elisha Phillips, A.B.'24, Oakland City Col.; M.S.'35, Ind. Univ.; Supt. of Sch., Hartford City, Ind., since 1946.

Boomershine, Howard, M.S.'42, Purdue Univ.; Supt. of Sch., Angola, Ind., since 1947.

Boston, Paul F., A.B.'17, Ind. State Tchrs. Col., Terre Haute; A.M.'25, Columbia Univ.; Supt. of Sch., La Porte, Ind., since 1943.

Boyd, E. C., B.S.'30, Ind. State Tchrs. Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Clinton, Ind., since 1934.

Braun, Dale Henry, B.S.'35, M.S.'38, Ind. Univ.; Supt. of City Sch., Winchester, Ind., since 1950.

Breck, J. W. O., Supt. of Sch., Shelbyville, Ind., since 1953.

Brock, Dale E., B.S.'39, M.S.'41, Ind. Univ.; Supt. of Sch., Connersville, Ind., since 1952.

Brown, Carol Joyce, B.S.'50, Butler Univ.; M.S.'53, Univ. of Wis.; Educ. Consultant, Everett I. Brown Co., Indianapolis, Ind., since 1953.

Brown, W. Guy, Ph.B.'20, Valparaiso Univ.; B.S.'29, Ball State Tchrs. Col.; M.S.'39, Ind. Univ.; Supt. of Sch., Decatur, Ind., since 1951.

Brumbaugh, L. S., M.A. in Ed.'25, Columbia Univ.; Supt. of Sch., Kendallville, Ind., since 1944.

Bulleit, Robert B., A.B.'33, DePauw Univ.; M.S.'40, Ind. Univ.; Supt. of Sch., Seymour, Ind., since 1954.

Burt, Carl W., A.B.'27, Manchester Col.; A.M.'30, Univ. of Chicago; Supt. of Sch., Warsaw, Ind., since 1943.

Bush, George H., B.S. in E.E.'22, Kansas State Col. of Agr. and Applied Science; M.S. in Ed.'37, Ind. Univ.; Assoc. Prof. in Trade and Indus. Educ., Purdue Univ., Lafayette, Ind., since 1938.

Caldwell, Lee L., A.B., Simpson Col.; B.A., Iowa State Tchrs. Col., Cedar Falls; Supt. of Sch., Hammond, Ind., since 1922.

Campbell, James A., A.B.'26, DePauw Univ.; M.S.'42, Ind. Univ.; Grad. Student, Purdue Univ., Lafayette, Ind., since 1954.

Campbell, Ross T., A.B.'16, Sterling Col.; M.S.'48, Butler Univ.; Secy., State Textbook Commn., Indianapolis, Ind., since 1945.

Carpenter, Leewell Hunter, A.B.'24, Miami Univ.; A.M.'28, Univ. of Chicago; Supt. of Sch., Wabash, Ind., since 1946.

Chambers, J. W., M.S.'45, Ind. State Tchrs. Col.; Supt. of Sch., French Lick, Ind., since 1949.

Christian, Thomas L., A.B.'17, A.M.'22, Wabash Col.; Supt. of Sch., Lebanon, Ind., since 1943.

Church, Harold H., A.B.'18, Albright Col.; A.M.'29, Tchrs. Col., Columbia Univ.; Ph.D.'43, Ohio State Univ.; Dir., Div. of Research and Field Serv., Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1949.

Cobb, Jacob E., A.B.'29, Univ. of N. C.; M.A.'38, Duke Univ.; Ph.D.'47, George Peabody Col. for Tchrs.; Prof of Educ., Ind. State Tchrs. Col., Terre Haute, Ind., since 1946.

Coleman, Lorel, A.B.'26, Oakland City Col. (Ind.); M.A.'42, Columbia Univ.; Supt. of Sch., Petersburg, Ind., since 1952.

Collins, Vance B., M.S.'36, Ind. Univ.; Supt. of Sch., North Vernon, Ind., since 1945.

Cooper, Dan H., B.S.'34, Northwestern Univ.; M.A.'38, Ph.D.'46, Univ. of Chicago; Prof. of Educ., Dir., Div. of Educ., and Assoc. Dean, Sch. of Science, Educ. and Humanities, Purdue Univ., West Lafayette, Ind., since 1953.

Cory, Frank Mirl, A.B.'17, Ind. Univ.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hagerstown, Ind., since 1926.

Cunningham, Clyde, B.S.'24, Ind. State Tchrs. Col., Terre Haute; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Peru, Ind., since 1947.

Curtis, Glenn M., M.S.'40, B.S.'30, Ind. State Tchrs. Col., Terre Haute; Supt. of Sch., Martinsville, Ind., since 1948.

Eash, C. E., B.A.'10, M.A.'27, Ind. Univ.; Prin., Warren Central H. S., Indianapolis, Ind., since 1924.

Ebbertt, G. E., A.B.'36, Ind. Central Col.; M.S.'42, Butler Univ.; Supt. of City Sch., Anderson, Ind., since 1952.

Eberle, August W., B.S.'36, M.S.'40, Kansas State Tchrs. Col., Emporia; Ph.D. '53, Univ. of Wis.; Asst. Prof. of Educ., Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1952.

Eikenberry, Wayne, A.B.'30, Manchester Col.; M.S.'36, Ind. Univ.; Supt., Delphi-Deercreek Twp. Consol. Sch., Delphi, Ind., since 1949.

Eiler, C. Emmet, A.B.'27, Manchester Col.; A.M.'36, Univ. of Chicago; Asst. State Supt. of Pub. Instr., Dept. of Pub. Instr., Indianapolis, Ind., since 1951.

Elliott, Edward Charles, B.Sc.'95, A.M.'97, LL.D.'36, Univ. of Nebr.; Ph.D.'05, LL.D.'29, Columbia Univ.; LL.D.'28, DePauw Univ.; LL.D.'28, Butler Univ.; LL.D.'30, Oregon Agrl. Col.; LL.D.'40, Ind. Univ.; Litt. D'41, Hahnemann Med. Col. and Hospital; L.H.D.'43, Univ. of Pittsburgh; D.Sc.'44, Ill. Inst. of Tech.; LL.D.'47, Purdue Univ.; D.Sc.'48, Temple Univ. Address: 538 S. Seventh St., Lafayette, Ind.

Emens, John R., A.B.'25, Mich. State Normal Col., Ypsilanti; M.A.'26, Ph.D. '36, Univ. of Mich.; Pres., Ball State Tchrs. Col., Muncie, Ind., since 1945.

Eskew, Phil N., A.B.'29, Oakland City Col.; M.S.'33, Ind. Univ.; Supt., City Sch., Sullivan, Ind., since 1951.

Estell, Edwin Randolph, B.S.'38, M.S.'41, Ind. Univ.; Supt. of Sch., Washington, Ind., since 1946.

Eve, Lee L., A.B.'24, Manchester Col.; A.M.'28, Ind. Univ.; Supt. of Sch., Crawfordsville, Ind., since 1950.

Eyster, Elvin S., B.S.'26, M.S.'31, Ed.D.'45, Ind. Univ.; Prof. of Bus. Admin. and Assoc. Dir. of Guidance and Placement Bureau, Sch. of Bus., Ind. Univ., Bloomington, Ind., since 1941.

Fechtman, Fred D., B.S.Ed.'37, M.S.Ed. '44, Ind. Univ.; Supt. of Sch., Tell City, Ind., since 1949.

Floyd, William, M.S. in Ed.'36, Butler Univ.; Supt. of Sch., West Lafayette, Ind., since 1945.

Foote, Lawrence E., A.B.'36, Central Normal Col. (Ind.); M.S.'42, Ind. Univ.; Allen Co. Supt. of Sch., Fort Wayne, Ind., since 1949.

Foster, Isaac Owen, B.S. in Ed.'21, M.S. in Ed.'22, Ph.D.'25, Univ. of Ill.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1926.

Franklin, William E., B.A.'35, Hanover Col.; M.S.'41, Ind. Univ.; Asst. Dir. of Research, Ind. State Tchrs. Assn., Indianapolis, Ind., since 1952.

Franzen, Carl Gustave Frederick, A.B.'08, Univ. of Pa.; M.A.'12, Ph.D.'20, State Univ. of Iowa; Prof. of Sec. Educ., Ind. Univ., Bloomington, Ind., since 1923.

French, Clifford, M.A.'26, Ind. Univ.; Prin. of Royerton Sch., Muncie, Ind., since 1928.

Galey, F. Stanton, B.S.'16, Purdue Univ.; M.A.'37, Ind. Univ.; Supt. of Sch., Fairmount, Ind., since 1929.

Gallagher, Bernard, M.A.'34, Ind. Univ.; Supt. of Sch., Jasper, Ind., since 1946.

Garrison, Paul C., B.S. in Ed.'31, Oakland City Col.; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Richmond, Ind., since 1946.

Gerichs, George W., A.B.'30, Central Normal Col.; M.S.'41, Butler Univ.; Pulaski Co. Supt. of Sch., Winamac, Ind., since 1946.

Gillespie, F. H., B.A.'27, DePauw Univ.; M.S.'32, Purdue Univ.; Supt. of Monticello and Union Twp. Sch., Monticello, Ind., since 1941.

Gladden, Robert F., A.B.'32, M.S.'44, Butler Univ.; Marion Co. Supt. of Sch., Indianapolis, Ind., since 1944.

Goldman, Ray, A.B.'26, Oakland City Col.; M.S.'32, Ind. Univ.; Supt. of Sch., Huntingburg, Ind., since 1938.

Gross, H. W., B.S.'35, Central Normal Col.; M.S.'41, Ind. Univ.; Supt. of Sch., Carlisle, Ind., since 1944.

Gunn, Cyrus L., A.B.'29, DePauw Univ.; M.S.'38, Ind. Univ.; Supt. of Sch., Mt. Vernon, Ind., since 1951.

Guy, Philip A., M.S.'46, Ind. State Tchrs. Col., Terre Haute; Dir., Div. of Sch. Inspection, State Dept. of Pub. Instr., Indianapolis, Ind., since 1952.

Harrison, H. P., M.Ed.'44, Univ. of Cincinnati; Supt. of Sch., Lawrenceburg, Ind., since 1942.

Hiatt, J. Russell, B.S.'41, Ball State Tchrs. Col. (Ind.); M.S.'46, Ind. Univ.; Supt. of Sch., Lafayette, Ind., since 1952.

Higgins, E. Eugene, B.S. in Arch.'29, Clemson Col.; M.S. in Ed.'51, Univ. of Richmond; Coordinator for Foundation, Internatl. Inst. for Sch. Bldg. Planning, and Grad. Student, Ind. Univ., Bloomington, Ind., since 1954.

Hodges, Thomas F., M.S.'41, Ind. Univ.; Supt. of Owen Co. Sch., Spencer, Ind., since 1943.

Holmstedt, Raleigh Warren, A.B.'24, Hastings Col.; M.A.'27, Ph.D.'32, Tchrs. Col., Columbia Univ.; Pres., Ind. State Tchrs. Col., Terre Haute, Ind., since 1953.

Hooker, Orville J., M.S.'34, Butler Univ.; Supt. of City Sch., Marion, Ind., since 1943.

Hopkins, Lowell, M.A.'31, Univ. of Mo.; Dir. of Elem. Educ., Evansville, Ind., since 1951.

Hughes, Otto, A.B.'28, Franklin Col.; M.A. '30, Ed.D.'50, Ind. Univ.; Prin. of Univ. Sch., Ind. Univ., Bloomington, Ind., since 1945.

Huntington, Ira Leo, B.S.'28, M.S.'33, Ind. Univ.; Supt. of Jasper Co. Sch., Rensselaer, Ind., since 1933.

Ireland, Leonard, B.S.'32, M.A.'37, Ball State Tchrs. Col. (Ind.); Supt. of Pub. Sch., Edinburg, Ind., since 1952.

Jackson, H. Ross, B.S.'42, Ind. State Tchrs. Col.; M.S.'45, Butler Univ.; Elem. Sch. Prin., Pendleton, Ind., since 1948.

Jacob, Lewis S., A.B.'33, Hanover Col.; M.S.'39, Butler Univ.; Supt. of Metropolitan Sch. Dist., Pendleton, Ind., since 1950.

Johnshoy, Howard G., B.A.'40, Concordia Col.; M.A.'47, Ed.D.'51, Tchrs. Col., Columbia Univ.; Dean of Student Affairs, Ball State Tchrs. Col., Muncie, Ind., since 1952.

Johnson, O. L., A.B.'25, DePauw Univ.; A.M.'35, Ind. State Tchrs. Col.; Supt., Consol. Sch., Greencastle, Ind., since 1953.

Jordan, Richard C., A.B.'33, Manchester Col.; M.A.'39, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Speedway, Indianapolis, Ind., since 1948.

Julian, Raymond S., A.B.'31, DePauw Univ.; M.S. in Ed.'37, Ind. Univ.; Supt. of City Sch., Rochester, Ind., since 1953.

Kendall, William R., B.S.'34, Ind. State Tchrs. Col., Terre Haute; M.A. in Ed. '39, Ind. Univ.; Supt. of Sch., Nappanee, Ind., 1949-54.

Kerr, A. G., B.S.'26, Ball State Tchrs. Col. (Ind.); M.S.'34, Ind. Univ.; Supt. of Sch., Hobart, Ind., since 1954.

Kinsey, Clarence V., A.B.'23, Ind. State Tchrs. Col., Terre Haute; M.S.'33, Butler Univ.; Supt. of Sch., Beech Grove, Ind., since 1945.

Klitzke, Lyle K., B.A.'29, State Univ. of Iowa; M.A.'34, Univ. of Chicago; Supt. of Sch., Plymouth, Ind., since 1949.

Knapp, M. L., A.B.'19, Ind. Univ.; A.M. '26, Columbia Univ.; Supt. of Sch., Michigan City, Ind., since 1939.

Koss, Harry A., A.B.'34, M.S.'50, Butler Univ.; Ed.D.'54, Univ. of Wyo.; Prin., Lincoln Sch., South Bend, Ind., since 1951.

Kraft, Milton Edward, Ph.D.'34, Univ. of Ill.; Prof. of Educ., Earlham Col., Richmond, Ind., since 1948.

Lane, Russell Adrian, Ph.B.'21, Brown Univ.; LL.B.'27, Univ. of Dayton; A.M. '30, J.D.'41, Ind. Univ.; Prin. of Crispus Attucks H. S., Indianapolis, Ind., since 1930.

Light, J. Everett, B.S.'34, Ball State Tchrs. Col. (Ind.); M.A.'41, Columbia Univ.; Supt. of Sch., Rushville, Ind., since 1945.

Lindley, Aaron T., A.B.'25, Earlham Col.; M.S.'30, Butler Univ.; Supt. of Sch., Fort Wayne, Ind., since 1952.

Lockwood, Luther A., A.B.'17, Ind. State Tchrs. Col.; M.A.'39, Univ. of Chicago; Supt. of Sch., Columbus, Ind., since 1945.

Love, H. D., A.B.'32, M.S.'39, Ind. Univ.; Supt. of Sch., Scottsburg, Ind., since 1950.

Loveless, Edward E., B.S.'40, M.S. in Ed., Purdue Univ.; Supt. of Brooks-Iroquois Sch., Brook, Ind., since 1952.

Lutz, Charles D., M.A.'32, Univ. of Chicago; Supt. of Sch., Gary, Ind., since 1941.

McCann, Lloyd E., A.B.'35, Nebr. State Tchrs. Col., Peru; M.A.'39, Ed.D.'51, Colo. State Col. of Educ.; Assoc. Prof. of Educ. Admin., Butler Univ., Indianapolis, Ind., since 1952.

McClelland, Mary M., M.S.'44, Butler Univ.; Prin., Ben Davis Grade Sch., Indianapolis, Ind., since 1943.

McKenney, H. L., B.S.'07, A.B. in Ed.'22, Valparaiso Univ.; A.M. in Ed.'31, Univ. of Cincinnati; Supt. of Sch., Auburn, Ind., since 1923.

McReynolds, George W., A.B.'15, Ind. Univ.; Supt. of Sch., Lawrenceburg, Ind., since 1949.

Maier, John V., A.B.'20, A.M.'29, Ed.D.'40, Ind. Univ.; Prin., Wilson Jr. H. S., Muncie, Ind., since 1934.

Miller, Ernest Edgar, A.B.'17, Goshen Col.; M.A.'27, Ph.D.'39, New York Univ.; Pres., Goshen Col., Goshen, Ind., since 1940.

Minniear, E. V., B.Pd.'17, Tri-State Col.; B.S.'28, Ball State Tchrs. Col. (Ind.); M.S. in Ed.'34, Ind. Univ.; Supt. of City Sch., Garrett, Ind., since 1947.

Mitchell, James Russell, B.S.'30, M.S.'35, Ind. Univ.; Dir. of Tchr. Placement and Assoc. Prof. of Educ., Purdue Univ., Lafayette, Ind., since 1945.

Monbeck, Lon P., A.B.'34, Manchester Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Highland, Ind., since 1950.

Morland, John B., A.B.'40, Valparaiso Univ.; A.M.'41, Univ. of Ky.; Supt. of Sch., Bremen, Ind., since 1950.

Mourer, Harry H., A.B.'13, A.M.'23, Ind. Univ.; Supt. of Sch., Bedford, Ind., since 1938.

Muncie, Emery O., A.B.'16, DePauw Univ.; A.M.'33, Ind. Univ.; Supt. of Sch., Madison, Ind., since 1920.

Neff, Gerald R., B.S. in Ed.'38, Manchester Col.; M.S. in Ed.'40, Ind. Univ.; Asst. Supt. of Sch., Mishawaka, Ind., since 1947.

Nice, Lamoin, M.A.'36, Ind. Univ.; Supt. of Sch., Winamac, Ind., since 1953.

Nicely, Paul W., M.S.'41, Ind. Univ.; Prin. of Francis Willard Sch. 80, Indianapolis, Ind.

Ostheimer, George F., A.B.'28, A.M.'34, Butler Univ.; Prin., Robert Dale Owen Sch. 12, Indianapolis, Ind., since 1947.

Overmeyer, Charles A., Ph.B.'31, M.A.'37, Univ. of Chicago; Supt. of Waterloo-Grant Twp. Sch., Waterloo, Ind., since 1937.

Payne, Joseph Cannon, B.S.'49, M.S.'50, Univ. of Ill.; Consultant, Pupil Personnel Serv., Pub. Sch., Indianapolis, Ind., since 1953.

Peregrine, Donald, A.B.'22, Valparaiso Univ.; M.S.'36, Purdue Univ.; Starke Co. Supt. of Sch., Knox, Ind., since 1945.

Phillips, G. Warren, A.B.'30, DePauw Univ.; M.S.'35, Ind. Univ.; Supt. of Sch., Valparaiso, Ind., since 1944.

Phillips, L. V., A.B.'15, Ind. Univ.; M.A.'27, Columbia Univ.; Commr. of H. S. Athletics, Indianapolis, Ind., since 1945.

Pitts, Kenneth E., M.S. in Ed.'34, Ind. Univ.; Supt. of Sch., Aurora, Ind., since 1953.

Porter, Stanley, A.B.'25, Franklin Col. of Ind.; M.S.'30, Ind. Univ.; Supt. of Sch., Greenwood, Ind., since 1950.

Pound, Clarence A., B.S.'27, Ind. State Tchrs. Col., Terre Haute; M.A.'31, Univ. of Chicago; Assoc. Prof. of Educ., Purdue Univ., Lafayette, Ind., since 1948.

Pruett, J. W., M.S.'39, Ind. Univ.; Supt. of Sch., Princeton, Ind., since 1947.

Purcell, Borden R., B.S. and M.S.'34, Ind. Univ.; Dir. of Field Serv. and Placement, Ind. State Tchrs. Assn., Indianapolis, Ind., since 1944.

Purcell, William E., A.B.'28, M.A.'42, Ind. State Tchrs. Col.; Vigo Co. Supt. of Sch., Terre Haute, Ind., since 1948.

Rapp, Earl W., A.M.'30, Univ. of Wis.; Supt. of Sch., New Harmony, Ind., since 1930.

Rayburn, Russell H., B.S.'29, M.S.'33, Ind. State Tchrs. Col.; Dir., Div. of Special Educ. and Civil Defense, State Dept. of Pub. Instr., Indianapolis, Ind., since 1946.

Reed, John O., B.S.Ed.'49, Ohio Northern Univ.; M.A.'51, Ball State Tchrs. Col. (Ind.); Prin. of Adams Central H. S., Monroe, Ind., since 1952.

Remmers, Hermann Henry, A.B.'21, M.A. '22, Ph.D.'27, State Univ. of Iowa; Dir., Div. of Educ. Reference, and Prof. of Educ. and Psych., Purdue Univ., Lafayette, Ind., since 1930.

Rice, Joe C., M.S.'36, A.B.'37, Ind. Univ.; Supt. of Sch., Elkhart, Ind.

Riordan, Emmet L., A.B.'14, Ind. State Tchrs. Col., Terre Haute; M.S. in Ed. '37, Ind. Univ.; Supt. of Sch., Whiting, Ind., since 1949.

Robbins, Clarence E., A.B.'35, DePauw Univ.; A.M.'33, Ind. State Tchrs. Col.; Ed.D.'53, Ind. Univ.; Supt. of Sch., Plainfield, Ind., since 1953.

Rogers, L. E., A.B.'19, A.M.'27, Ind. Univ.; Supt. of Sch., Knightstown, Ind., since 1920.

Ross, Frank A., A.B.'31, DePauw Univ.; M.A.'38, Ind. Univ.; Supt. of Sch., Union City, Ind., since 1946.

Rowland, H. A., Prin., Tolleston H. S., Gary, Ind.

Salisbury, Charles B., A.B.'28, Franklin Col.; M.A.'38, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Dunkirk, Ind., since 1951.

Sargent, Galen B., A.B.'23, Manchester Col.; A.M.'36, Northwestern Univ.; Bus. Mgr., Pub. Sch., South Bend, Ind., since 1951.

Schaerer, Robert W., B.S.'49, M.S.'53, Ind. Univ.; Bus. Mgr. and Admin. Asst. of the Inst. of Educ. Research, Ind. Univ., Bloomington, Ind., since 1952.

Schafer, Dan A., B.S.'40, Manchester Col.; M.S.'47, Ind. Univ.; Supt. of City Sch., Rensselaer, Ind., since 1952.

Schomer, Wayne E., D.Ed.'49, Ind. Univ.; Prof. of Educ. and Dir. of Placement, Ind. State Tchrs. Col., Terre Haute, Ind., since 1947.

Schulte, Harold F., A.B.'27, Ind. Univ.; M.A.'31, Ind. State Tchrs. Col.; Supt. of Sch., Jeffersonville, Ind., since 1951.

Scott, Keith, A.B.'31, Ind. State Tchrs. Col., Terre Haute; M.A.'41, Ball State Tchrs. Col.; Supt. of Sch., Elwood, Ind., since 1947.

*Seagers, Paul William, A.B.'27, Cornell Univ.; M.A.'32, Ed.D.'50, Columbia Univ.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1947.

Senour, Alfred C., B.A.'17, Ind. State Tchrs. Col.; M.A.'27, Univ. of Chicago; Supt. of Sch., East Chicago, Ind., since 1943.

Shaffer, Roscoe D., A.B.'24, Ball State Tchrs. Col.; M.Sc. in Ed.'33. Ind. Univ.; Supt. of Sch., Muncie, Ind., since 1946.

Sharp, Charles L., A.B.'41, Manchester Col.; M.A.'47, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Spencer, Ind., since 1953.

Sharp, William B., B.A.'32, Col. of Wooster; M.S. in Ed.'36, Ind. Univ.; Supt. of Sch., Brownstown, Ind., since 1953.

Shibler, Herman L., A.B.'29, M.A.'32, Ph.D.'41, Ohio State Univ.; Genl. Supt. of Educ., Indianapolis, Ind., since 1950.

Shipman, Stuart C., M.S.'47, Ohio State Univ.; Supt. of Sch., Cambridge City, Ind., since 1949.

Smith, C. G., M.S.'35, Ball State Tchrs. Col. (Ind.); Elem. Sch. Prin., Logansport, Ind., since 1945.

Smith, Harold A., A.B.'32, Ind. Central Col.; M.S.'39, Ind. Univ.; Huntington Co. Supt. of Sch., Huntington, Ind., since 1949.

*Smith, Henry Lester, A.B.'98, A.M.'99, Ind. Univ.; A.M.'10, Ph.D.'16, Columbia Univ.; LL.D.'40, Butler Univ.; Pres., Natl. Educ. Assn., 1934-35; Consultant on Schoolhouse Planning, State Dept. of Pub. Instr., Bloomington, Ind., since 1946.

Snider, R. Nelson, A.B.'22, Ball State Tchrs. Col.; M.A.'30, Columbia Univ.; Prin. of South Side H. S., Fort Wayne, Ind., since 1926.

Snyder, Herman L., B.S. in Ed.'36, Ohio State Univ.; M.S. in Ed.'46, Ind. Univ.; Supt. of Sch., Cannelton, Ind., since 1953.

Sonner, Cecil B., A.B.'35, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ind. Univ.; Supt. of Sch., Charlestown, Ind., since 1948.

Stapley, M. E., B.A.'28, State Univ. of Iowa; M.S. in Ed.'38, Ed.D.'47, Ind. Univ.; Asst. Dean, Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1953.

Stemen, C. B., A.B.'24, A.M.'25, Ind. Univ.; Supt. of Tipton-Cicero Twp. Sch., Tipton, Ind., since 1950.

Stephan, Burton, M.A.'29, Ind. Univ.; Supt. of Sch., Huntington, Ind., since 1941.

Stinebaugh, Virgil, A.B.'31, LL.D.'45, Manchester Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Indianapolis, Ind., 1944-50. Address: 211 West 47th St., Indianapolis, Ind.

Strickland, Ruth G., B.S.'25, M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'38, Columbia Univ.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1939.

Stuffle, Roy Silvester, M.S.'47, Ind. State Tchrs. Col., Terre Haute; Supt. of Sch., Rockport, Ind., since 1953.

Sutton, Clyde S., B.S.'33, Central Normal Col.; M.S.'42, Butler Univ.; Elkhart Co. Supt. of Sch., Goshen, Ind., since 1949.

Swain, Charles I., M.S.E.'49, Ind. Univ.; Supt. of City Sch., Batesville, Ind., since 1953.

Swalls, J. Fred, A.B.'32, Ind. State Tchrs. Col.; M.S.'39, Ed.D.'50, Ind. Univ.; Prof. of Educ., Ind. State Tchrs. Col., Terre Haute, Ind., since 1954.

Swanson, Dale V., B.S.'27, Purdue Univ.; M.S.'35, Ind. Univ.; Supt. of Sch., Noblesville, Ind., since 1950.

Swihart, O. M., A.B.'28, N. Manchester Col.; M.S.'36, Ind. Univ.; Supt. of Sch., Kokomo, Ind., since 1946.

Swingley, Clarence E., A.B.'28, Ball State Tchrs. Col.; M.A.'31, Ph.D.'50, Univ. of Chicago; Prin. of Edison Elem. and H. S., Gary, Ind., since 1943.

Templeton, Frank Leonard, A.B.'26, M.A. '29, Ind. Univ.; Admin. Asst., Pub. Sch., Bloomington, Ind., since 1953.

Tower, J. Harold, A.B.'22, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ind. Univ.; LaPorte Co. Supt. of Sch., LaPorte, Ind., since 1945.

Trible, Dierdre, M.A.'32, Columbia Univ.; Supvr. of Special Educ., Pub. Sch., Evansville, Ind., since 1944.

Ulery, Cloyce B., M.A.'27, Ohio State Univ.; Editor, Educ. Dept., Bobbs-Merrill Co., Indianapolis, Ind., since 1944.

Van Slyke, Frank A., B.S.'37, Canterbury Col.; M.S.'40, Ind. Univ.; Supt. of Sch., Griffith, Ind., since 1947.

Walker, Austin E., A.B.'38, Central Normal Col.; M.S.'48, Ind. Univ.; Supt. of Sch., Crown Point, Ind., since 1952.

Walker, Deane E., A.B.'22, Tri-State Col.; A.M.'28, Tchrs. Col., Columbia Univ.; State Supt. of Pub. Instr., Indianapolis, Ind., 1949-51 (retired). Address: 1122 E. 57th St., Indianapolis, Ind.

Walsh, J. Hartt, Ed.B.'27, Wis. State Tchrs. Col., Eau Claire; Ph.B.'27, Ripon Col.; M.A.'34, Univ. of Minn.; Ph.D.'44, Univ. of Wis.; Dean, Col. of Educ., Butler Univ., Indianapolis, Ind., since 1948.

Watson, Wayne P., M.S.'30, Ind. Univ.; Supt. of Sch., Terre Haute, Ind., since 1946.

Weaver, Robert B., A.B.'22, DePauw Univ.; A.M.'26, Univ. of Chicago; Supt. of Sch., Goshen, Ind., since 1942.

Webb, Earl M., B.A.'21, Earlham Col. (Ind.); M.A.'29, Univ. of Chicago; Supt. of Berne-French Twp. Sch., Berne, Ind., since 1929.

Weller, D. S., A.B.'20, Ind. Univ.; A.M. '23, Columbia Univ.; Supt. of Sch., Portland, Ind., since 1940.

Wells, Herman B., B.S.'24, A.M.'27, Ind. Univ.; LL.D.'39, Butler Univ., Rose Polytech. Inst., DePauw Univ.; LL.D. '42, Wabash Col.; LL.D.'46, Univ. of Wis.; LL.D.'48, Earlham Col.; Pres., Ind. Univ., Bloomington, Ind., since 1937.

Wesner, Philip M., B.S.'28, M.S.'33, Ind. Univ.; Supt. of Sch., Paoli, Ind., since 1951.

Westfall, Byron L., B.S. in Ed.'29, A.M. '32, Ph.D.'35, Univ. of Mo.; Prin. of Lab. Sch. and Dir., Div. of Tchg., Ind. State Tchrs. Col., Terre Haute, Ind., since 1946.

Whisler, Henry Medford, B.S.'02, A.B.'03, Ed.D.'37, Central Normal Col.; Ph.B.'19, A.M.'21, Univ. of Chicago; Dir. of Tchr. Tr. and Certification, State Dept. of Pub. Instr., Indianapolis, Ind., since 1951.

Whiteman, Kelro, B.S.'29, Ball State Tchrs. Col.; M.S.'33, Ind. Univ.; Supt. of Sch., Alexandria, Ind.

Willey, Lyle R., B.S.'20, M.S.'37, Purdue Univ.; Supt. of City Sch., Bluffton, Ind., since 1937.

Wilson, Marion A., B.S.'37, M.A.'39, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Montpelier, Ind., since 1953.

Wisehart, Charles S., B.S. Elem. Ed.'40, Ball State Tchrs. Col. (Ind.); M.S.Ed. Adm.'42, Ind. Univ.; Supt. of Sch., Greenfield, Ind.

Wood, Earl L., A.B.'25, Central Normal Col. (Ind.); M.S.'30, Ind. Univ.; Supt. of City Sch., Franklin, Ind.

Wood, Waldo J., A.B.'25, Oakland City Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Oakland City, Ind., since 1934.

Woodruff, S. M., B.S.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'35, Purdue Univ.; Supt. of Sch., Frankfort, Ind., since 1949.

Wright, Rexford Guy, A.B.'24, DePauw Univ.; M.A.'37, Ind. Univ.; Supt. of New Castle-Henry Twp. Schs., New Castle, Ind., since 1954.

Wright, Wendell William, A.B.'16, Ind. State Tchrs. Col., Terre Haute; Ph.D. '29, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1946.

Wyatt, Robert H., A.B. and M.A.'25, Ind. Univ.; Exec. Secy., Ind. State Tchrs. Assn., Indianapolis, Ind., since 1938.

Yoder, Harry T., A.M'27, Manchester Col.; M.S. in Ed.'34, Ind. Univ.; Whitley Co. Supt. of Sch., Columbia City, Ind., since 1937.

Young, John H., B.S.'33, Ball State Tchrs. Col.; M.S.'36, Ind. Univ.; Supt. of Sch., New Haven, Ind., since 1949.

Young, John J., A.B.'21, Ind. State Tchrs. Col., Terre Haute; M.A.'24, Univ. of Wis.; Ph.D.'35, New York Univ.; Supt. of Sch., Mishawaka, Ind., since 1948.

Zeller, Ernest M., B.S.'33, M.S.'41, Indiana State Tchrs. Col.; Supt. of Sch., Butler, Ind., since 1951.

Zimmerman, Carl A., A.B.'28, A.M.'32, Ind. Univ.; Supt. of Sch., Logansport, Ind., since 1945.

Zuck, Charles L., A.B.'22, Ind. Univ.; A.M.'28, Columbia Univ.; Supt. of Sch., Brookville, Ind., since 1929.

INSTITUTIONAL MEMBERS

Ball State Tchrs. Col., Library, Muncie, Ind.

Butler Univ., Library, Indianapolis, Ind.

Indianapolis Instr. Center, Tchrs. Special Library, Indianapolis, Ind.

Indiana State Library, Serials Section, 140 N. Senate Ave., Indianapolis, Ind.

Primary Council of Indiana, Miss O'Connor, Secy.-Treas., Huntington, Ind.

Purdue Univ., Library, c/o J. H. Moriarty, Lafayette, Ind.

IOWA

Ackerman, Kenneth K., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'40, State Univ. of Iowa; Supt. of Consol. Sch., Clemons, Iowa, since 1945.

Albers, Martin Z., A.B.'14, Hope Col.; A.M. '19, Des Moines Col.; Hardin Co. Supt. of Sch., Eldora, Iowa, 1936-54 (retired).

Amen, Clarence E., B.S.'33, Northeast Mo. State Tchrs. Col., Kirksville; M.Ed.'40, Univ. of Mo.; Henry Co. Supt. of Sch., Mt. Pleasant, Iowa, since 1948.

Ballantyne, S. A., B.A.'41, Iowa State Tchrs. Col., Cedar Falls; M.S.'43, Drake Univ.; Supt. of Sch., West Union, Iowa, since 1951.

Barbour, Edwin Lyle, B.A.'41, Parsons Col.; M.A.'48, Colo. State Col. of Educ.; Supt. of Sch., Eagle Grove, Iowa, since 1954.

Becker, Conrad H., B.S.'35, M.S.'38, Colo. State Col. of Agrl. and Mech. Arts; D.D. '48, Wartburg Theol. Sem.; Pres., Wartburg Col., Waverly, Iowa, since 1945.

Berg, Ben Conrad, B.A.'16, Univ. of Ill.; M.A.'23, Columbia Univ.; Supt. of Sch., Newton, Iowa, since 1922.

Block, Arthur R., M.A.'35, State Univ. of Iowa; Supt. of Sch., Storm Lake, Iowa, since 1945.

Briggs, L. V., B.A.'24, William Penn Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Hampton, Iowa, since 1944.

Bryson, Morris E., B.A.'29, M.A.'48, State Univ. of Iowa; Supt. of Sch., Exira, Iowa, since 1947.

Buerkens, Clarence C., A.B.'20, State Univ. of Iowa; M.S.'22, Iowa State Col.; Supt. of Sch., Pella, Iowa, since 1936.

Burnham, Joe Adrian, A.B.'37, Nebr. State Tchrs. Col., Peru; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Clarinda, Iowa, since 1953.

Burns, T. G., B.A.'21, Ouachita Col. (Ark.); M.A.'26, State Univ. of Iowa; Supt. of Sch., Clear Lake, Iowa, since 1938.

Burns, W. R., M.A.'47, Univ. of Iowa; Supt. of Sch., Eldon, Iowa, since 1947.

Camp, Frances Mary, M.A.'24, State Univ. of Iowa; Coordinator of Placement Serv. and Dir. of Educ. Placement Office, State Univ. of Iowa, Iowa City, Iowa, since 1924.

Carter, Charles Wayne, B.A.'39, Iowa Wesleyan Col.; M.A.'47, State Univ. of Iowa; Supt. of Sch., Wayland, Iowa, since 1941.

Christiansen, C. J., B.A.'21, Cornell Col.; M.A.'36, Drake Univ.; Supt. of Sch., Clarion, Iowa, since 1932.

Clark, Max R., B.S.'31, Iowa State Tchrs. Col., Cedar Falls; M.A.'36, State Univ. of Iowa; Supt. of Sch., Dubuque, Iowa, since 1946.

Coen, Edwin, B.A.'34, Iowa State Tchrs. Col.; M.A.'39, State Univ. of Iowa; Crawford Co. Supt. of Sch., Denison, Iowa, since 1951.

Colbert, E. Allen, B.S.'39, M.S.'48, Drake Univ.; Supt. of Sch., Scranton, Iowa, since 1948.

Cook, Kenneth Theodore, B.A. in Ed.'32, Iowa State Tchrs. Col., Cedar Falls; M.A. '40, Univ. of Iowa; Supt. of Consol. Sch., Postville, Iowa, since 1946.

Cope, Earl R., M.A.'32, Univ. of Iowa; Supt. of Sch., Iowa Falls, Iowa, since 1953.

Cottrell, C. A., M.A.'30, Univ. of Colo.; Supt. of Sch., Mt. Pleasant, Iowa, since 1937.

Couchman, Gaylord M., B.A.'27, Des Moines Univ.; B.D.'34, McCormick Theol. Sem.; D.D.'45, Dubuque Univ.; Pres., Univ. of Dubuque, Dubuque, Iowa, since 1953.

Cox, John B., B.S.'38, Northwest Mo. State Tchrs. Col., Maryville; M.A.'50, State Univ. of Iowa; Supt. of Sch., Mapleton, Iowa.

Creel, R. E., Supt. of Sch., Cherokee, Iowa.

Davidson, Arthur Ole, B.A.'31, Luther Col.; M.A.'38, Univ. of Minn.; Ed.D.'52, Harvard Univ.; Vicepres., Luther Col., Decorah, Iowa, since 1954.

Davis, Floyd A., A.B.'25, Nebr. State Tchrs. Col., Chadron; M.A.'37, Univ. of Nebr.; Supt. of Sch., Knoxville, Iowa, since 1945.

Davis, George W., M.A.'39, Univ. of Mo.; Supt. of Woodside Independent Sch., Des Moines, Iowa, since 1947.

*Davis, Harvey H., A.M.'23, Ph.D.'28, State Univ. of Iowa; Prof. of Educ., since 1936, Chmn., Dept. of Educ., since 1937, and Provost, State Univ. of Iowa, Iowa City, Iowa, since 1950.

DeKock, Henry C., B.A.'26, Central Col. (Iowa); M.A.'34, State Univ. of Iowa; Coordinator of Field Experience, State Univ. of Iowa, Iowa City, Iowa, since 1953.

Doolin, Ruie B., M.Ed.'47, Univ. of Mo.; Dir. of Special Serv., Pub. Sch., Cedar Rapids, Iowa, since 1951.

Douma, Frank W., A.B.'16, Hope Col.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ottumwa, Iowa, since 1936.

Dunlavy, Donald Dewitt, B.A.'33, M.S.Ed. '41, Drake Univ.; Supt. of Sch., Corning, Iowa, since 1946.

Edgar, William John, B.A.'32, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Grand Junction, Iowa, since 1947.

Edie, Irwin W., B.A.'26, Upper Iowa Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Rudd, Iowa, since 1929.

Eriksen, Walter B., B.S.'28, Western Mich. Col. of Educ., Kalamazoo; M.A.'34, Univ. of Mich.; Supt. of Sch., Bettendorf, Iowa, since 1948.

Fallgatter, Florence A., B.S.'17, Univ. of Minn.; M.A.'27, Tchrs. Col., Columbia Univ.; Head, Home Economics Educ., Iowa State Col., Ames, Iowa, since 1938.

Fannon, E. W., A.B.'13, Drake Univ.; M.A. '22, State Univ. of Iowa; Supt. of Sch., Centerville, Iowa, since 1918.

Fatka, Wilbur W., B.A.'41, Westmar Col.; M.S.Ed.'50, Drake Univ.; Supt. of Sch., Anita, Iowa, since 1950.

Faust, C. E., B.A.'41, Central Col. (Iowa); M.E.'49, Univ. of S. Dak.; Supt. of Sch., Garden Grove, Iowa, since 1950.

Feelhaver, Carl T., M.A.'31, Columbia Univ.; Supt. of Sch., Fort Dodge, Iowa, since 1947.

Ferguson, Court L., B.A.'37, William Penn Col.; M.A.'41, Univ. of Iowa; Supt. of Sch., Panora, Iowa, since 1951.

Filloon, Doyle F., B.A.'46, Buena Vista Col.; M.A.'50, Drake Univ.; Supt. of Sch., Lake City, Iowa, since 1952.

Findley, W. C., A.B.'14, Bellevue Col.; M.A.'25, State Univ. of Iowa; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.

Forney, W. Paul, B.A.'27, M.A.'42, State Univ. of Iowa; Supt. of Independent Sch., Sibley, Iowa, since 1946.

Fuller, Albert C., B.A.'11, State Univ. of Iowa; LL.D., Buena Vista Col.; Dir. Emeritus, Bur. of Alumni Serv. and Pub. Sch. Relations, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1947.

Galbreth, W. Henry, B.A.'29, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Asst. Exec. Secy. and Dir. of Publications, Iowa State Educ. Assn., Des Moines, Iowa, since 1941.

Gambach, Ralph W., B.S.'36, Buena Vista Col.; M.A.'50, State Univ. of Iowa; Supt. of Consol. Sch., Tipton, Iowa, since 1953.

Garbee, Eugene E., B.S.'31, Southwest Mo. State Col.; M.A.'33, George Peabody Col. for Tchrs.; Ed.D.'49, New York Univ.; Pres., Upper Iowa Univ., Fayette, Iowa, since 1952.

Garner, Buford W., B.S.'39, Northwest Mo. State Col.; M.A.'46, Univ. of Kansas City; Supt. of City Sch., Iowa City, Iowa, since 1952.

Gettys, Joe L., B.A.'19, Grinnell Col.; M.A. '32, State Univ. of Iowa; Supt. of Sch., Oskaloosa, Iowa, since 1947.

Graeber, B. H., M.A.'34, State Univ. of Iowa; Supt. of Sch., Waukon, Iowa, since 1943.

Green, R. J., B.S.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'38, Columbia Univ.; Supt. of Sch., Greenfield, Iowa, since 1940.

Griewe, C. S., B.A.'23, Morningside Col.; M.A.'37, Univ. of Colo.; Supt. of Sch., Sac City, Iowa, since 1946.

Haehlen, J. K., B.A.'28, Western Union Col.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Waverly, Iowa.

Hagman, Harlan Lawrence, B.E., Northern Ill. State Tchrs. Col., DeKalb; M.A., Ph.D., Northwestern Univ.; Dean, Col. of Educ., Drake Univ., Des Moines, Iowa, since 1950.

Hahn, Charles W., B.A.'39, Coe Col.; M.S.E. '48, Drake Univ.; Supt. of Sch., Ackley, Iowa, since 1951.

Halverson, B. G., B.S.'33, Iowa State Col.; Co. Supt. of Sch., Carroll, Iowa, since 1948.

Hancher, Virgil M., B.A.'18, J.D.'24, State Univ. of Iowa; B.A.'22, M.A.'27, Oxford Univ., England; LL.D.'41, Grinnell Col.; LL.D.'41, St. Ambrose Col.; L.H.D.'43, Cornell Col.; LL.D.'44, Northwestern Univ.; Litt.D.'44, Beloit Col.; LL.D.'49, Univ. of Southern Calif.; Pres., State Univ. of Iowa, Iowa City, Iowa, since 1940.

Hansen, C. Arthur, B.S.'36, Buena Vista Col.; M.A.'47, State Univ. of Iowa; Supt. of Consol. Sch., Earlham, Iowa, since 1950.

Harbaugh, Kenneth E., B.A.'33, Hastings Col.; M.A. in Ed.'45, Univ. of Nebr.; Supt. of Sch., Manson, Iowa, since 1951.

Harold, John W., M.A.'42, State Univ. of Iowa; Supt. of Sch., Carroll, Iowa, since 1953.

Harrison, Albert E., B.A.'04, Parsons Col.; Buena Vista Co. Supt. of Sch., Storm Lake, Iowa, since 1915.

Hartman, W. Harold, B.A.'28, Iowa State Tchrs. Col., Cedar Falls; M.A.'38, State Univ. of Iowa; Black Hawk Co. Supt. of Sch., Waterloo, Iowa, since 1948.

Hartzell, Wylie W., B.A.'20, Simpson Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Albia, Iowa, since 1937.

*Hawk, Rupert Adam, A.B.'24, Grinnell Col.; M.A.'34, State Univ. of Iowa; Assoc. Prof. of Econ., Controller and Bus. Mgr., Grinnell Col., Grinnell, Iowa, since 1947.

Hedemann, R. F., M.A.'42, State Univ. of Iowa; Supt. of Sch., West Branch, Iowa, since 1947.

Hendrickson, Abner A., B.A.'26, Luther Col. (Iowa); M.A.'40, Univ. of Minn.; Howard Co. Supt. of Sch., Cresco, Iowa, since 1943.

Herring, Findley M., A.B.'30, Ohio Northern Univ.; M.A.'48, George Peabody Col. for Tchrs.; Supt. of Decatur Co. Sch., Leon, Iowa, since 1952.

Hetzel, Walter L., B.A.'29, Upper Iowa Univ.; M.A.'34, LL.B.'39, State Univ. of Iowa; Supt. of Sch., Decorah, Iowa, since 1951.

Hilburn, W. C., B.S.'28, M.S.'40, Iowa State Col. of A. and M. Arts; Supt. of Sch., Estherville, Iowa, since 1953.

Hoglan, John C., B.A.'23, M.A.'32, State Univ. of Iowa; Supt. of Sch., Marshalltown, Iowa, since 1946.

*Horn, Ernest, B.S.'07, A.M.'08, Univ. of Mo.; Ph.D.'14, Columbia Univ.; Prof. of Educ. and Dir., Univ. Elem. Sch., State Univ. of Iowa, Iowa City, Iowa, since 1915.

Hoth, Donald L., B.A.'37, Upper Iowa Univ.; M.A.'48, State Univ. of Iowa; Supt. of Consol. Sch., Lamont, Iowa, since 1950.

Howell, Fannie G., B.A.'24, Marion Col. (Ind.); Floyd Co. Supt. of Sch., Charles City, Iowa, since 1933.

Hoyt, C. O., A.B.'18, Grinnell Col.; M.A. '30, Columbia Univ.; Asst. Supt. of Sch., Des Moines, Iowa, since 1941.

Hungerford, J. B., B.A.'29, Upper Iowa Univ.; Supt. of Sch., Coggon, Iowa, since 1940.

Hurwitz, John J., Supt. of Sch., Central City, Iowa.

Isenberger, W. W., M.A.'48, State Univ. of Iowa; Supt. of Sch., Hudson, Iowa, since 1954.

Iverson, Lowell I., B.A.'31, Luther Col.; M.A.'43, Univ. of Iowa; Supt. of Sch., Rockwell City, Iowa, since 1951.

Johansen, Marvin J., B.A.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'45, State Univ. of Iowa; Supt. of Sch., West Liberty, Iowa, since 1947.

Johnson, Arthur A., B.A.'25, Morningside Col.; M.A.'32, Univ. of Iowa; Supt. of Sch., Muscatine, Iowa, since 1937.

Johnson, Elmer L., B.A.'43, Iowa State Tchrs. Col.; M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Anamosa, Iowa, since 1950.

Johnson, Winfred Foote, A.B.'20, Aurora Col.; M.A.'27, Univ. of Wis.; Supt. of Sch., Spencer, Iowa, since 1940.

Johnsten, Carsten T., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Osage, Iowa, since 1948.

Johnston, Charles J., B.S.'31, Buena Vista Col. (Iowa); M.A.'39, Univ. of Iowa; Supt. of Independent Sch. Dist., Bloomfield, Iowa, since 1948.

Jones, Benjamin, B.A.'22, Coe Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Tama, Iowa, since 1942.

Jones, Burton Robert, M.A.'28, State Univ. of Iowa; Supt. of Sch., Creston, Iowa, since 1933.

Jones, Kyle C., B.A.'28, M.A.'38, State Univ. of Iowa; Supt. of Sch., Grinnell, Iowa.

Jorgensen, R. H., B.A.'32, Simpson Col.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ankeny, Iowa, since 1952.

Kann, Sister Jean Marie, O.S.F., Ph.D.'39, Yale Univ.; Pres., Briar Cliff Col., Sioux City, Iowa, since 1943.

Keller, Raymond Edwin, B.S.'43, Iowa State Col. of A. and M. Arts; M.S.'51, State Univ. of Iowa; Supt. of Consol. Indep. Sch., Wyoming, Iowa, since 1952.

Killion, Ray A., B.A.'30, Drake Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Harlan, Iowa, since 1946.

Kinsey, Eldon O., B.A.'30, Buena Vista Col.; M.A.'42, State Univ. of Iowa; Supt. of Sch., Sioux Center, Iowa, since 1944.

Knapp, Adolphus C., M.A.'48, Northeast Mo. State Tchrs. Col., Kirksville; Supt. of Independent Sch. Dist., Montrose, Iowa, since 1948.

Knezevich, Stephen J., B.S.'41, Wis. State Col., Milwaukee; M.S.'45, Ph.D.'51, Univ. of Wis.; Assoc. Prof. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1954.

Knutson, Howard, B.A.'37, Luther Col.; M.A.'50, D.Ed.'53, Univ. of Wyo.; Asst. Prof. of Educ., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1953.

Krafka, Warren Virgil, M.A.'52, Univ. of Iowa; Supt. of Community Sch. Dist., Solon, Iowa, since 1952.

Laing, Otto B., M.A.'30, State Univ. of Iowa; Supt. of Sch., Algona, Iowa, since 1932.

Lapham, P. C., A.B.'12, Des Moines Col.; A.M.'16, Univ. of Chicago; Supt. of Sch., Charles City, Iowa, since 1927.

Larson, Palmer Irving, B.A.'41, Luther Col.; M.S.'50, Drake Univ.; Supt. of Sch., Buffalo Center, Iowa, since 1950.

Lashier, Richard Roe, M.S.'48, Univ. of Wis.; Supt. of Consol. Sch., Lytton, Iowa, since 1951.

Lauger, Roger K., B.A.'34, Iowa Wesleyan Col.; M.Sc. in Ed.'46, Drake Univ.; Supt. of Sch., Emmetsburg, Iowa, since 1952.

Lee, Amos C., B.A.'22, Drake Univ.; M.A. '34, State Univ. of Iowa; Supt. of Sch., West Des Moines, Iowa, since 1942.

Lillard, D. R., B.A.'27, Morningside Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Winterset, Iowa, since 1942.

Logan, Jack M., A.B.'15, Drake Univ.; M.A.'27, State Univ. of Iowa; Supt. of Sch., Waterloo, Iowa, since 1942.

Logan, Lawrence A., B.A.'29, Drake Univ.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Shenandoah, Iowa, since 1945.

Loomer, James A., B.A.'48, Iowa State Tchrs. Col.; M.A.'51, Tchrs. Col., Columbia Univ.; Supt. of Fairview Consol. Sch., Alta, Iowa, since 1953.

Lunan, Frank A., B.A.'17, Tarkio Col.; M.A. '24, State Univ. of Iowa; Supt. of Sch., Chariton, Iowa, since 1945.

Lynch, E. B., B.A.'21, Iowa State Tchrs. Col., Cedar Falls; M.A.'27, State Univ. of Iowa; Supt. of Sch., Red Oak, Iowa, since 1944.

McBurney, John H., A.B.'20, Morningside Col.; M.A.'26, State Univ. of Iowa; Supt. of Sch., Webster City, Iowa, since 1944.

McCombs, Newell D., A.B.'20, D.Ed.'43, Simpson Col.; M.A.'27, State Univ. of Iowa; LL.D.'44, Drake Univ.; Supt. of Sch., Des Moines, Iowa, since 1941.

McPhail, Harry R., B.S.'32, Baker Univ.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ames, Iowa.

Manchester, Everett V., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Graettinger, Iowa, since 1948.

Martin, Charles Francis, B.A.'15, State Univ. of Iowa; Exec. Secy., Iowa State Educ. Assn., Des Moines, Iowa, since 1946.

Martin, Harold W., M.S. in Ed.'47, Drake Univ.; Supt. of Sch., Lovilia, Iowa, since 1953.

Maucker, James William, B.A.'33, Augustana Col.; M.A.'36, Ph.D.'40, State Univ. of Iowa; Pres., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1950.

Mease, Clyde D., M.A.'36, State Univ. of Iowa; Supt. of Sch., Humboldt, Iowa, since 1947.

Messer, Harold C., B.S.'26, Parsons Col.; M.A.'30, State Univ. of Iowa; Supt. of Sch., Williamsburg, Iowa, since 1943.

Miller, Kenneth William, B.A.'39, State Univ. of Iowa; M.E.'47, Drake Univ.; Supt. of Sch., Missouri Valley, Iowa, since 1948.

Molsberry, W. W., M.S.'39, Iowa State Col.; Keokuk Co. Supt. of Sch., Sigourney, Iowa, since 1951.

Moore, Marion H., B.A.'31, Upper Iowa Univ.; M.S. in Ed.'48, Drake Univ.; Supt. of Clermont-Elgin Consol. Sch. Dist., Clermont, Iowa, since 1943.

Morse, A. S., A.B.'16, Knox Col.; M.A.'27, Univ. of Minn.; Supt. of Fayette Co. Sch., West Union, Iowa, since 1944.

Mounce, James Rex, B.A.'19, Coe Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Clinton, Iowa, since 1944.

Mourer, Russel John, B.S.'18, Purdue Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Council Bluffs, Iowa, since 1948.

Moyers, A. Edison, B.A.'12, Tabor Col.; M.S.'22, Iowa State Agrl. and Mech. Col.; Supt. of Sch., Menlo, Iowa.

Nodland, Marvin T., B.A.'26, Cornell Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Sioux City, Iowa, since 1946.

Norris, Ralph C., B.A.'28, M.A.'34, Colo. State Col. of Educ.; Polk Co. Supt. of Sch., Des Moines, Iowa, since 1945.

Obermeier, M. H., B.S.'24, Iowa Wesleyan Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Tingley, Iowa, since 1950.

Ojemann, Ralph H., B.S.'23, M.S.'24, Univ. of Ill.; Ph.D.'29, Univ. of Chicago; Iowa Child Welfare Research Sta., State Univ. of Iowa, Iowa City, Iowa, since 1929.

Orr, Gay A., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'40, State Univ. of Iowa; Supt. of Sch., Spirit Lake, Iowa, since 1952.

Ortmeyer, H. W., B.A.'41, Cornell Col.; M.A.'49, Univ. of Denver; Supt. of Consol. Sch., Lohrville, Iowa, since 1953.

Palmer, Donald D., B.S.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Supt. of Sch., Brooklyn, Iowa, since 1952.

*Parker, Clyde, A.B.'30, Franklin Col.; A.M.'31, Ind. State Tchrs. Col.; LL.D.'53, Upper Iowa Univ.; Supt. of Sch., Cedar Rapids, Iowa, since 1946.

Parker, Jessie M., A.B., Des Moines Univ.; B.Pd., Valparaiso Univ.; LL.D., Buena Vista Col.; State Supt. of Pub. Instr., Des Moines, Iowa, since 1935.

Paschal, Harland L. R., B.S.'36, Parsons Col.; M.A.'40, State Univ. of Iowa; Supt. of Sch., Fort Madison, Iowa, since 1945.

Peet, John Herbert, B.A.'16, Cornell Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Cedar Falls, Iowa, since 1935.

Pence, W. G., A.B.'12, B.S.'21, Northeast Mo. State Tchrs. Col., Kirksville; M.S.'22, Univ. of Chicago; Supt. of Sch., Fairfield, Iowa, since 1927.

Peterson, Clifford C., A.B.'30, Iowa State Tchrs. Col.; M.A.'41, Iowa Univ.; Supt. of Sch., Indianola, Iowa, since 1951.

Peterson, Elmer T., A.B.'17, Augustana Col.; A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'27, State Univ. of Iowa; Dean, Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1946.

Petty, Walter T., A.B., B.S.'40, Central Mo. State Col.; M.A.'50, State Univ. of Iowa; Grad. Student, State Univ. of Iowa, Iowa City, Iowa, since 1953.

Pickett, Louis L., A.B.'21, Mo. Wesleyan Col.; M.S.'23, Iowa State Col. of Agrl. and Mech. Arts; Supt. of Sch., Ruthven, Iowa, since 1948.

Pickett, Paul C., B.A.'36, Parsons Col.; M.A.'51, State Univ. of Iowa; Supt. of Sch., Fayette, Iowa, since 1953.

Prehm, Ernest A., B.A.'17, Grinnell Col.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Jefferson, Iowa, since 1947.

Rand, Sidney A., B.A.'38, Concordia Col. (Minn.); C.T.'43, Luther Theol. Sem.; Pres., Waldorf Col., Forest City, Iowa, since 1951.

Reed, Lula B., M.A. in Ed.'52, Univ. of Omaha; Montgomery Co. Supt. of Sch., Red Oak, Iowa, since 1928.

Ritter, Elmer L., A.B.'14, Ind. Univ.; M.A.'16, Ph.D.'20, State Univ. of Iowa; Dir. of Extension, Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1948.

Sanders, Stanley G., B.A.'47, Iowa Wesleyan Col.; M.A.'51, Colo. State Col. of Educ.; Poweshiek Co. Supt. of Sch., Montezuma, Iowa, since 1953.

Schell, M. M., A.B.'21, Cornell Col.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Washington, Iowa, 1944-54.

Schindler, Elmer Paul, B.A.'23, Iowa State Tchrs. Col.; M.A.'30, State Univ. of Iowa; Supt. of Story Co. Sch., Nevada, Iowa, since 1937.

Schuchert, Richard Ray, B.A.'38, Iowa State Tchrs. Col.; M.A.'48, Drake Univ.; Supt. of Sch., Dike, Iowa, since 1949.

Schuler, A. H., B.A.'32, Westmar Col.; M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Atlantic, Iowa.

Schwartz, Alfred, B.E.'43, Chicago Tchrs. Col.; M.A.'46, Ph.D.'49, Univ. of Chicago; Assoc. Prof. of Educ., Col. of Educ., Drake Univ., Des Moines, Iowa, since 1949.

Seaton, Donald F., B.S. in Ed.'29, Iowa State Col.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Boone, Iowa, since 1949.

Sheldon, W. R., B.S. in Arch.'36, Iowa State Col. of A. and M. Arts; Chief Arch. Engineer, Stanley Engineering Co., Muscatine, Iowa, since 1948.

Shepoiser, Lawrence H., B.A.'32, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Supt. of Sch., Mason City, Iowa, since 1947.

Shultz, John G., B.A.'24, Simpson Col.; M.A.'36, State Univ. of Iowa; Reorganization Consultant, State Dept. of Educ., Des Moines, Iowa, since 1948.

Shupp, Walter A., B.A.'17, Coe Col.; M.A.'42, State Univ. of Iowa; Linn Co. Supt. of Sch., Cedar Rapids, Iowa, since 1936.

Sikkink, Melvin I., M.A.'41, Northwestern Univ.; Supt. of Sch., Maquoketa, Iowa, since 1953.

Simester, Lloyd A., B.A.'41, Cornell Col.; M.A.'52, State Univ. of Iowa; Supt. of Sch., Dunkerton, Iowa, since 1952.

Simmons, Harold E., B.A.'47, Buena Vista Col. (Iowa); M.S.'50, Drake Univ.; Supt. of Sch., Adel, Iowa, since 1953.

Smith, Lloyd H., B.S. in Ed.'25, Southeast Mo. State Col.; M.A.'31, Univ. of Mo.; Madison Co. Supt. of Sch., Winterset, Iowa, since 1948.

Snider, Frank J., B.S.'19, Iowa Wesleyan Col.; M.A.'28, State Univ. of Iowa; Johnson Co. Supt. of Sch., Iowa City, Iowa, since 1937.

Speas, Richard M., A.B.'27, William Penn Col.; M.A.'49, Univ. of Iowa; Supt. of Sch., Atkins, Iowa, since 1953.

Spitzer, Herbert F., B.S.'30, North Texas State Col.; A.M.'32, Ohio Univ.; Ph.D.'38, State Univ. of Iowa; Dir., Univ. Elem. Sch., and Prof. of Educ., Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1938.

Staven, LaVier L., B.A.'43, Carroll Col.; M.S.'50, Drake Univ.; Supt. of Sch., Jordan, Iowa, since 1948.

Stuart, Paul, A.B.'38, Taylor Univ.; M.Ed. '52, Univ. of Colo.; Supt. of Sch., Inwood, Iowa, since 1953.

Swanson, (Mrs.) L. W., B.S.'33, Simmons Col.; Member, Bd. of Educ., Mason City, Iowa, since 1951.

Thomas, C. E., B.A.'30, Tarkio Col.; M.A. '46, Univ. of Colo.; Supt. of Sch., Manilla, Iowa, since 1953.

Tubbs, Earl L., B.S. in Math.'40, Iowa State Tchrs. Col., Cedar Falls; M.S. in Ed.'45, Drake Univ.; Supt. of Sch., Dows, Iowa, since 1946.

Tweed, S. T., B.A.'29, Luther Col.; M.S.'40, State Univ. of Iowa; Winnebago Co. Supt. of Sch., Forest City, Iowa, since 1948.

Vanderlinden, J. S., B.S.'21, M.A.'28, State Univ. of Iowa; Supt. of Sch., Dawson, Iowa, since 1954.

Van De Voort, Everett, B.A.'43, Central Col. (Iowa); M.S.'51, Drake Univ.; Supt. of Sch., Brighton, Iowa, since 1951.

Van Dyke, R. F., B.A.'30, Drake Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Bedford, Iowa, since 1945.

Van Horn, Keith W., B.A.'43, M.S. in Ed. '47, Drake Univ.; Supt. of Sch., Forest City, Iowa, since 1951.

Varner, Carl Lee, B.S.'47, M.S.'50, Drake Univ.; Supt. of Sch., Strahan, Iowa, since 1949.

Varner, Charles S., B.A.'33, Macalester Col.; M.A.'46, Drake Univ.; Supt. of Consol. Sch., Johnston, Iowa, since 1946.

Vernon, Chester B., A.B.'14, Baker Univ.; A.M.'20, Columbia Univ.; Ed.D.'35, Univ. of Southern Calif.; Supt. of Sch., Marion, Iowa, since 1926.

Wallace, Paul E., B.S.'30, Parsons Col.; M.S.'41, Drake Univ.; Area Supt. of Sch., State Dept. of Educ., Des Moines, Iowa, since 1953.

Wezeman, Frederick H., LL.B. and J.D.'14, John Marshall Law Sch.; B.S. in Ed.'22, Lewis Inst.; B.D.'26, Univ. of Chicago; Prin. of Chicago Christian H. S., Chicago, Ill., 1927-51. Address: 101 East Maurice St., Orange City, Iowa.

Williams, Harold J., B.S.'16, Iowa State Col.; M.A.'30, State Univ. of Iowa; Supt. of Sch., Davenport, Iowa, since 1947.

Woodruff, Leonard L., B.A.'23, Parsons Col.; M.S.'32, State Univ. of Iowa; Co. Supt. of Sch., Burlington, Iowa, since 1932.

Wright, James C., A.B.'27, Drake Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Keokuk, Iowa, since 1940.

Young, William H., B.S.'26, B.A., Parsons Col.; M.A., State Univ. of Iowa; Supt. of Sch., Lake Mills, Iowa, since 1943.

Zea, Howard L., B.A.'20, Cornell Col.; B.D. '22, Garrett Biblical Inst.; M.A.'46, Univ. of Minn.; Supt. of Sch., Coon Rapids, Iowa, since 1952.

INSTITUTIONAL MEMBERS

Drake Univ., Cowles Library, Des Moines, Iowa.

Midland Laboratories, C. F. Hillyard, Vice-pres., 210 Jones St., Dubuque, Iowa.

KANSAS

Anderson, Ernest Mitchell, B.S.'18, Tchrs. Col., Columbia Univ.; M.A.'22, Univ. of Colo.; Ph.D.'28, Univ. of Mo.; Prof. of Educ., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1929.

Anderson, Kenneth E., B.S.'32, M.A.'34, Ph.D.'49, Univ. of Minn.; Dean, Sch. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1952.

Arnold, A. S., B.S. in Ed.'34, M.S. in Ed. '39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Cimarron, Kansas, since 1948.

Arterburn, Chester A., B.A.'29, Phillips Univ.; M.Ed.'34, Univ. of Okla.; Supt. of Sch., Kiowa, Kansas, since 1954.

Ayers, Solon G., B.B.A.'33, M.B.A.'33, Univ. of Texas; Ed.D.'52, Univ. of Kansas; Supt. of Haskell Inst., Lawrence, Kansas, since 1942.

Baker, H. H., Ph.D.'47, Univ. of Colo.; Prof. of Educ., Univ. of Wichita, Wichita, Kansas, since 1947.

Barkley, Gerald Eugene, B.S.'42, Southwest Mo. State Col.; M.S.'49, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Riverton, Kansas, since 1953.

Berges, William R., A.B.'18, Southwestern Col.; A.M.'26, Univ. of Chicago; Prin., Mathewson Jr. H. S., Wichita, Kansas.

Bergman, Frank V., B.S.'17, Kansas State Tchrs. Col., Emporia; M.A.'29, Univ. of Colo.; Supt. of Sch., Manhattan, Kansas, 1942-54. Address: 1518 Houston, Manhattan, Kansas.

Bevan, Earl R., B.S. in Ed.'29, Kansas State Tchrs. Col., Emporia; M.S. in Ed.'36, Univ. of Kansas; Supt. of Sch., Pittsburg, Kansas, since 1951.

*Bigler, Frank William, A.B.'27, Southwestern Col.; M.A.'36, Univ. of Wichita; Prin. of Jr. H. S., El Dorado, Kansas, since 1946.

Borders, Ferman N., Prin. of Sch., Overland Park, Kansas.

Brandner, Daniel C., M.A.'41, Northwestern Univ.; Supt. of Sch., Elkhart, Kansas, since 1953.

Briner, Francis William, B.S. in Ed.'23, Kansas State Tchrs. Col., Emporia; M.A. in Ed.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Harper, Kansas, since 1941.

Brown, Minter E., A.B.'22, Southwestern Col.; M.A.'31, Univ. of Kansas; Dir. of Professional Relations, Kansas State Tchrs. Assn., Topeka, Kansas, since 1944.

Bryan, Hugh, B.S.'25, Kansas State Col. of Agrl. and Applied Science; M.S.'37, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Leavenworth, Kansas, since 1943.

Buchanan, James H., A.B.'28, Univ. of Denver; A.M.'32, Ed.D.'49, Univ. of Colo.; Prof. of Educ., Kansas State Tchrs. Col., Emporia, Kansas, since 1950.

Buhler, Arnold, B.S.'38, Bethel Col. (Kansas); M.A.'49, Municipal Univ. of Wichita; Supt. of Sch., Medicine Lodge, Kansas, since 1952.

Buller, John, Jr., A.B.'28, Bethel Col. (Kansas); A.M.'38, Univ. of Kansas; Supt. of City Sch., Lyons, Kansas, since 1953.

Butterfield, Edwin LeRoy, Supt. of Sch., Herington, Kansas, since 1953.

Carr, Wilmot D., A.B.'24, Ottawa Univ.; M.A.'37, Univ. of Kansas; Supt. of Sch., Anthony, Kansas, since 1944.

Cashman, Lee R., M.S.'48, Kansas State Col.; Prin. of Atchinson Co. Community H. S., Effingham, Kansas, since 1951.

Chandler, H. E., A.B.'11, Washburn Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ. and Dir., Tchrs. Appointment Bureau, Univ. of Kansas, Lawrence, Kansas, since 1934.

Chrisman, Paul G., B.S.'36, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Asst. Supt. of Sch., Planeview Schs., Wichita, Kansas, since 1953.

Colvin, C. Fred, B.S. in Ed.'37, Kansas State Tchrs. Col., Emporia; M.A.'42, Colo. State Col. of Educ.; Dir. of Special Serv., Pub. Sch., Wichita, Kansas, since 1953.

Cooper, Paul B., B.S.'20, Kansas State Tchrs. Col., Emporia; M.S.'38, Univ. of Kansas; Supt. of Sch., Derby, Kansas, since 1948.

Crown, Winton L., B.A.'49, M.A.'50, Fort Hays Kansas State Col.; Supt. of Sch., Burden, Kansas, since 1953.

Cullison, Jess O., B.S.'37, Northwestern State Col.; Ed.M.'40, Phillips Univ.; Head, Educ. Dept., Ottawa Univ., Ottawa, Kansas, since 1953.

Cunningham, Morton C., B.A.'26, Westminster Col. (Mo.); M.Ed.'37, Ed.D.'44, Univ. of Mo.; Pres., Fort Hays Kansas State Col., Hays, Kansas, since 1949.

Cushman, George L., M.S.'39, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Protection, Kansas, since 1949.

Dedrick, Lillian I., A.B.'33, A.M.'34, Univ. of Wichita; Butler Co. Supt. of Sch., El Dorado, Kansas, since 1943.

Deever, Harold, A.B.'33, Southwestern Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Larned, Kansas, since 1953.

DeLay, Calvin W., B.S.'35, Kansas State Tchrs. Col., Emporia; M.S.'40, Univ. of Kansas; Supt. of Sch., Yates Center, Kansas, since 1947.

Dellett, Fred, A.B.'32, M.S.'46, Fort Hays Kansas State Col.; Supt. of Sch., Garfield, Kansas, since 1945.

Dent, Harold C., B.S. in Ed.'38, Kansas State Tchrs. Col., Emporia; M.A. in Ed. '50, Univ. of Denver; Supt. of Dist. Sch., Prairie Village, Kansas, since 1948.

Dewey, Raymond E., Pastor, First Methodist Church, Salina, Kansas.

Donohue, Francis J., A.B.'34, M.A.'36, Fordham Univ.; Ph.D.'44, Univ. of Mich.; Pres., St. Mary of the Plains Col., Dodge City, Kansas, since 1954.

Esping, K. O., A.B.'38, Bethany Col.; M.S. '46, Kansas State Col. of Agrl. and Applied Science; Supt. of Sch., Council Grove, Kansas, since 1948.

Evans, Evan, A.B.'20, Baker Univ.; A.M. '28, Univ. of Chicago; Supt. of Sch., Hickory Grove-Overland Park Dist. 110, Overland Park, Kansas, since 1952.

Fiedler, Everett L., B.S.'38, M.S.'43, Kansas State Col., Manhattan; Supt. of Sch., Abilene, Kansas, since 1954.

Fisher, Buford E., M.S. in Ed. Admin.'47, Kansas State Tchrs. Col.; Supt. of City Sch., Chanute, Kansas, since 1951.

Fitzgerald, Sister Mary Paul, A.B.'29, Univ. of Kansas; M.A.'32, Ph.D.'37, St. Louis Univ.; '49, Univ. of Fribourg, Switzerland; Vicepres., St. Mary Col., Xavier, Kansas, since 1949.

Fleming, W. C., A.B.'37, Ottawa Univ.; A.M.'39, Colo. State Col. of Educ.; Supt. of Sch., Fowler, Kansas, since 1953.

Forker, Marvin P., B.S. in Ed.'37, Ft. Hays Kansas State Col.; M.S. in Ed.'41, Univ. of Kansas; Supt. of Sch. Dist. 2, Liberal, Kansas, since 1952.

Fowler, Wade C., B.S. in Ed.'21, Central Mo. State Tchrs. Col., Warrensburg; M.A. '31, Ed.D.'38, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wichita, Kansas, since 1945.

Galle, K. R., A.B.'21, Bethel Col.; A.M.'24, Univ. of Chicago; Dean, Jr. Col., Arkansas City, Kansas, since 1945.

Gammon, Delore, B.S.'29, Kansas State Tchrs. Col., Emporia; M.A.'37, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Elem. Educ., Pub. Sch., Wichita, Kansas, since 1953.

Giffin, Walter C., A.B.'42, M.A.'46, Univ. of Kansas City; Supt. of Roesland Sch. Dist., Kansas City, Kansas, since 1944.

Gill, Howard, B.S.'27, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Cherryvale, Kansas, since 1944.

Glad, Amos W., A.B.'16, Bethany Col. (Kansas); A.M.'24, Univ. of Kansas; Supt. of Sch., Pratt, Kansas, 1931-54 (retired).

Godwin, Wendell R. A.B.'26, DePauw Univ.; M.A.'32, Univ. of Chicago; Supt. of Sch., Topeka, Kansas, since 1951.

Golladay, Edna Lois, B.S. in Ed.'52, Kansas State Tchrs. Col.; Co. Supt. of Pub. Instr., Fort Scott, Kansas, since 1947.

Gordon, C. A., B.S. in Ed.'22, M.S.in Ed.'40, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Baldwin, Kansas, since 1951.

Green, Finis M., Ed.D.'50, Univ. of Colo.; Head, Dept. of Educ., Kansas State Col., Manhattan, Kansas, since 1951.

Grigg, E. W., A.B.'23, Drury Col.; M.S.'37, Kansas State Col. of Agr. and Applied Sc.; Supt. of Planeview Pub. Sch., Wichita, Kansas, since 1953.

Guthridge, Wallace H., M.A.'28, Univ. of Kansas; M.S.'36, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Parsons, Kansas, since 1941.

Haberbosch, John F., B.S.'35, M.S.'36, Life Admin. Certificate '49, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Fort Scott, Kansas, since 1953.

Harnly, Paul W., A.B.'15, McPherson Col.; A.M.'16, Univ. of Kansas; A.M.'32, Tchrs. Col., Columbia Univ.; Ed.D.'38, Stanford Univ.; Asst. Supt. in chg. of Sec. Educ., Pub. Sch., Wichita, Kansas, since 1953.

Harrison, Forrest W., B.S. in Ed.'49, M.S. in Ed.'51, Kansas State Tchrs. Col., Emporia; Prin. of Rural H. S., Raymond, Kansas, since 1952.

Hawk, Herbert C., A.B.'22, Midland Col. (Nebr.); M.A.'24, Univ. of Wis.; Supt. of Sch., Winfield, Kansas, since 1952.

Hawkins, Paul Wiley, M.S.'35, Kansas State Tchrs. Col., Pittsburg; Prof. Diploma '46, Tchrs. Col., Columbia Univ.; Supt. of Sch., El Dorado, Kansas, since 1950.

Hayden, Murle M., B.S.'25, M.S.'35, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Lincoln, Kansas, since 1940.

Henley, Ursula, M.A.'35, Univ. of Kansas; Dir. of Curriculum, State Dept. of Educ., Topeka, Kansas, since 1947.

Hesser, P. C., B.S.'36, M.A.'44, Phillips Univ.; Supt. of Sch., Fredonia, Kansas.

Hill, Kenneth S., B.S.'36, Kansas State Tchrs. Col., Pittsburg; M.S.'39, Univ. of Kansas; Supt. of Sch., Stafford, Kansas, since 1953.

Hines, Walter, B.S.'36, Kansas State Col. of Agrl. and Applied Science; M.A.'41, Univ. of Colo.; Prin., Highland Park Rural H. S., Topeka, Kansas, since 1946.

Horn, Nelson Paxson, B.A.'16, Mo. Wesleyan Col.; B.D.'18, D.D.'37, Garrett Biblical Inst.; M.A.'19, Northwestern Univ.; Pres., Baker Univ., Baldwin, Kansas, since 1936.

Horst, Orville, M.A.'50, Columbia Univ.; Supt. of Sch., Kingman, Kansas, since 1953.

Howell, Fred H., B.S.'30, Fort Hays Kansas State Col.; M.S.'37, Univ. of Kansas; Prin., Rural H. S., Haven, Kansas, since 1949.

Hughes, John R., A.B.'38, Kansas State Tchrs. Col., Pittsburg; M.E.'42, Univ. of Texas; Supt. of Sch., Baxter Springs, Kansas, since 1953.

Hughes, Rees H., A.B.'13, LL.D.'41, Washburn Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; Pres., Kansas State Tchrs. Col., Pittsburg, Kansas, since 1941.

Iden, Thomas L., A.B.'22, Kansas Wesleyan Univ.; A.M.'29, Western State Col. of Colo.; Supt. of Sch., Russell, Kansas, since 1939.

James, Carl A., A.B.'29, Col. of Emporia; M.S.'35, Univ. of Southern Calif.; D.Ed. '50, Univ. of Kansas; Supt. of Sch., Concordia, Kansas, since 1947.

Johnson, C. Ray, B.S.'47, M.Ed.'49, Phillips Univ.; Supt. of Sch., Mt. Hope, Kansas, since 1954.

Jones, J. R., A.B.'20, Hamline Univ.; M.A. '36, Univ. of Colo.; Supt. of Sch., Garden City, Kansas, since 1940.

Kampschroeder, W. C., B.S.'27, M.S.'31, Univ. of Kansas; Dir., Sch. Facilities Serv., State Dept. of Educ., Topeka, Kansas, since 1951.

Kelley, Thomas D., B.S.'27, M.S.'38, Kansas State Tchrs. Col., Pittsburg; Admin. Asst. to the Supt. of Sch. and Dir. of Personnel, Wichita, Kansas, since 1949.

Kier, Hazel A., B.S.'34, Univ. of Kansas; M.A.'39, Univ. of Minn.; Dir. of Intermediate-Grades and Sec. Educ., Kansas City, Kansas, since 1940.

Kintigh, W. B., A.B.'25, York Col.; M.E. '37, Univ. of Kansas; Supt. of Sch., Olathe, Kansas, since 1936.

Kittle, Ruth, A.B.'29, Washburn Col.; Penmanship Supvr., Pub. Sch., Topeka, Kansas, since 1924.

Klotz, V. A., M.A.'33, Univ. of Kansas; Supt. of Sch., Coffeyville, Kansas, since 1950.

Knox, Carl S., M.S. in Ed.'46, Univ. of Kansas; Supt. of Sch., Eureka, Kansas.

Krieger, Robert H., B.S.'42, Kansas State Tchrs. Col., Pittsburg; M.A.'50, Colo. State Col. of Educ.; Supt. of Sch., Burlington, Kansas, since 1952.

Kroesch, Edward D., A.B.'15, Ottawa Univ.; A.M.'16, Univ. of Kansas; Supt. of Sch., Hoisington, Kansas, since 1925.

Lafferty, Charles W., B.S.'37, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Atchison, Kansas, since 1950.

Lessig, E. Paul, A.B.'31, Col. of Emporia (Kansas); M.S.'42, Kansas State Tchrs. Col., Emporia; Asst. Supt. of City Sch., Leavenworth, Kansas, since 1951.

Lidikay, Donald R., B.S.'27, Baker Univ.; M.E.'34, Univ. of Kansas; Supt. of Sch., Pratt, Kansas, since 1954.

Lloyd, Glenn O., B.S.'49, M.A.'52, Kansas State Col. of Agr. and Applied Science; Supt. of Sch., Lenexa, Kansas, since 1952.

Loveless, Paul C., Supt. of Sch., Scott City, Kansas.

Lowe, Harold E., M.A.'51, Univ. of Kansas City; Supt., Elem. Sch., Merriam, Kansas.

McBride, Mollie, B.S. in H.Ec.'33, Kansas State Col. of Agrl. and Applied Science; Supt. of Rawlings Co. Sch., Atwood, Kansas, since 1949.

McConnell, Donald A., B.S.'20, Kansas State Tchrs. Col., Emporia; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Junction City, Kansas, since 1939.

McCoy, John, B.S.'39, M.S.'48, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Humboldt, Kansas, since 1953.

McEachen, Howard D., A.B.'25, Nebr. State Tchrs. Col., Wayne; A.M.'35, Univ. of Nebr.; Supt. of Instr., Shawnee-Mission H. S., Merriam, Kansas, since 1944.

Malcolm, Stanley L., M.A.'53, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Fort Leavenworth, Kansas, since 1953.

Martin, Bernard, B.S.'31, M.S.'38, Fort Hays Kansas State Col.; Prin. of Rural H. S., Chase, Kansas, since 1947.

Martin, Joel N., A.B.'30, Bethany Col.; M.S.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Ellsworth, Kansas, since 1947.

Mase, Wayne E., B.S.'32, M.S.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., St. John, Kansas, since 1945.

Mason, Jones M., M.A.'47, Colo. State Col. of Educ.; Supt. of Jt. Sch. Dist. 32, Trousdale, Kansas, since 1953.

Miller, Alfred W., B.S.'18, Ottawa Univ.; M.S.'22, Univ. of Kansas; Asst. Supt. of Sch., Hutchinson, Kansas, since 1950.

Miller, D. L., B.S.'29, McPherson Col.; M.S. '38, Colo. A. and M. Col.; Supt. of Sch., Greensburg, Kansas, since 1950.

Morrell, John S., B.S. in Agrl.'23, Univ. of Mo.; Supt. of Sch., Beloit, Kansas, since 1930.

Munson, Willard D., A.B.'24, Col. of Emporia; M.S.'34, Kansas State Col. of Agr. and Applied Sc.; Supt. of Sch., Mulvane, Kansas, since 1951.

Neely, Melvin E., B.S.'36, Kansas State Tchrs. Col., Pittsburg; M.A.'39, Columbia Univ.; Supt. of City Sch., Columbia, Kansas, since 1946.

Nicholson, John H., Ed.D.'45, Tchrs. Col., Columbia Univ.; Dir. of Instr., State Dept. of Educ., Topeka, Kansas, since 1950.

O'Fallon, O. Kenneth, A.B.'37, M.A.'41, Western State Col. of Colo.; Ed.D.'52, Univ. of Colo.; Assoc. Prof. of Educ. Admin., Kansas State Col. of Agr. and Applied Sc., since 1950.

Ostenberg, Joe W., A.B.'24, Bethany Col.; A.M.'33, Univ. of Kansas; Supt. of Sch., Iola, Kansas, since 1946.

Ostenberg, W. M., A.B.'24, Bethany Col.; A.M.'39, Colo. State Col. of Educ.; Supt. of Sch., Salina, Kansas, since 1950.

Parker, Henry A., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'35, Univ. of Kansas; Supt. of Sch., Ottawa, Kansas, since 1948.

Phillips, Clyde U., B.S.'18, Kansas State Tchrs. Col., Pittsburg; A.M.'26, Univ. of Chicago; Supt. of Sch., Hays, Kansas, since 1931.

Potwin, R. W., A.B.'10, Univ. of Kansas; A.M.'27, Univ. of Chicago; Supt. of Sch., McPherson, Kansas, since 1915.

Powell, Jackson O., Ph.D.'50, Syracuse Univ.; Dean, Col. of Educ., Univ. of Wichita, Wichita, Kansas, since 1950.

Prather, Hilton, A.B.'20, Southwestern Col. (Kansas); B.S. in Ed.'33, Ft. Hays Kansas State Col.; M.S.'33, Univ. of Nebr.; Supt. of Sch., Meade, Kansas, since 1953.

Reed, Albert J., A.B.'18, Washburn Municipal Univ.; M.A.'36, Univ. of Kansas; Supt. of Sch., Kiowa, Kansas, 1937-54 (retired).

Reichley, E. V., B.S.'32, Baker Univ.; M.A. '40, Univ. of Colo.; Supt. of Sch., Wellington, Kansas, since 1947.

Reida, G. W., A.B.'27, Municipal Univ. of Wichita; M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Clearwater, Kansas, since 1945.

Remy, Kenneth Lloyd, A.B.'40, Col. of Emporia; M.S.'44, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Madison, Kansas, since 1954.

Rice, Cleo Willard, A.B.'31, Col. of Emporia (Kansas); M.E.'38, Univ. of Kansas; Supt. of Sch., Blue Rapids, Kansas, since 1952.

Richards, W. M., B.Sc.'19, Kansas State Tchrs. Col., Emporia; M.Sc.'26, Univ. of Kansas; Supt. of City Sch., Emporia, Kansas, since 1935.

Ridgway, Paul, M.S.'39, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Burns, Kansas, since 1950.

Riggs, John Forest, B.S.'25, Ottawa Univ.; M.A.'42, Colo. State Col. of Educ.; Prin. of Rural H. S., Lakin, Kansas, since 1948.

Robinson, H. H., B.S.'27, Kansas State Tchrs. Col., Pittsburg; M.S.'34, Univ. of Kansas; Supt. of Sch., Augusta, Kansas, since 1939.

Robinson, William C., A.B.'26, Ph.B.'35, Washburn Municipal Univ.; M.A.'38, Tchrs. Col., Columbia Univ.; Supt. of Sch., Manhattan, Kansas, since 1954.

Russell, Robert H., B.S.'35, Kansas State Col.; M.S.'44, Kansas State Tchrs. Col., Pittsburg; Prin. of Rural H. S., Paxico, Kansas.

Saffell, Thomas F., B.S.Ed.'46, M.Ed.'50, Univ. of Kansas; Supt. of Sch., Douglass, Kansas, since 1952.

Salser, George Alden, A.B.'16, Southwestern Col.; M.A.'24, Univ. of Chicago; Prin. of Horace Mann Sch., Wichita, Kansas, since 1941.

Schadt, R. Marvin, B.S.'34, Park Col.; M.A. '36, Univ. of Mich.; Supt. of Sch., Ellinwood, Kansas, since 1946.

Schlagle, F. L., B.S.'16, Kansas State Tchrs. Col., Emporia; M.A.'23, Tchrs. Col., Columbia Univ.; Pres., Natl. Educ. Assn., 1944-46; Supt. of Sch., Kansas City, Kansas, since 1932.

Scott, H. W., B.A.'23, Baker Univ.; M.B.A. '32, Denver Univ.; Supt. of Sch., Newton, Kansas, since 1951.

Seaton, Paul D., A.B.'49, M.A.'51, Univ. of Kansas City; Supt. of Antioch Sch., Merriam, Kansas, since 1949.

Selby, Paul J., B.S. in Ed.'28, Ft. Hays Kansas State Col.; Supt. of Consol. Sch., Rozel, Kansas.

Settles, Fred L., B.S.'27, Ottawa Univ.; M.A.'39, Univ. of Kansas; Supt. of Sch., Palco, Kansas, since 1950.

Simmonds, Ivan, M.A.'51, Kansas State Col.; Supt. of Pub. Sch., Hill City, Kansas, since 1951.

Sloan, Clair M., B.S.'33, M.S.'41, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Minneapolis, Kansas, since 1945.

Small, Lowell A., B.S.'27, Kansas Wesleyan Univ.; M.A.'35, Univ. of Colo.; Supt. of Sch., Hutchinson, Kansas, since 1951.

Smith, Byron C., B.S.'46, Southwestern State Col. (Okla.); M.Ed.'50, Univ. of Okla.; Supt. of Consol. Sch., Isabel, Kansas, since 1951.

Soderstrom, LaVern W., A.B.'24, Bethany Col.; M.A.'34, Univ. of Kansas; Supt. of Sch., Lindsborg, Kansas, since 1931.

Spong, Clarence R., Sc.B.'32, Ottawa Univ.; M.A.'39, Univ. of Kansas; Supt. of Sch., Syracuse, Kansas, since 1950.

Stark, M. F., B.S. in Ed.'22, Kansas State Tchrs. Col., Emporia; Ed.M.'33, Harvard Univ.; Supt. of City Sch., Hiawatha, Kansas, since 1935.

Stevens, Evan Ray, M.S.'25, Univ. of Kansas; Supt. of Sch., Independence, Kansas, 1946-54 (retired).

Stitt, Sam C., A.B.'39, Sterling Col.; M.S. '51, Kansas State Tchrs. Col., Emporia; Prin. of Rural H. S., Ellinwood, Kansas, since 1954.

Strange, C. E., B.S.Ed.Adm.'26, Kansas State Tchrs. Col., Emporia; M.A.Ed.Adm. '36, Univ. of Chicago; Prin. of Wichita H. S., North Wichita, Kansas, since 1945.

Streeter, Helen, M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Kdgn.-Primary Grades, Pub. Sch., Kansas City, Kansas, since 1936.

Sward, John I., A.B.'23, Bethany Col.; A.M. '38, Colo. State Col. of Educ.; Supt. of Sch., Valley Center, Kansas, since 1937.

Swartz, Daniel V., A.B.'31, Southwestern Col.; M.A.'38, Univ. of Colo.; Supt. of Sch., Great Bend, Kansas, since 1953.

Taylor, Roy H., A.B.'25, Colo. State Tchrs. Col.; A.M.'41, Univ. of Wichita; Prin., Ingalls Elem. Sch., Wichita, Kansas, since 1945.

Taylor, Ted Rollen, B.S.'29, M.S.'34, Kansas State Tchrs. Col., Pittsburg; Supt. of City Sch., Girard, Kansas, since 1939.

Terrell, B. E., B.S. in Ed.'34, Ft. Hays Kansas State Col.; M.S. in Ed.'39, Univ. of Kansas; Prin. of Pleasant Valley Elem. Sch., Wichita, Kansas, since 1953.

Throckmorton, Adel F., A.B.'20, Southwestern Col.; M.A.'29, Univ. of Kansas; State Supt. of Pub. Instr., Topeka, Kansas, since 1949.

Tracy, Lester L., A.B.'39, Drury Col.; M.Ed.'49, Ed.D.'41, Univ. of Mo.; Dir. of Placement, Kansas State Tchrs. Col., Pittsburg, Kansas, since 1951.

Trimmell, Sidney E., B.S.'38, M.S.'46, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Howard, Kansas, since 1946.

Twente, John W., A.B.'10, Central Wesleyan Col.; M.A.'16, Univ. of Kansas; Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1925.

Vineyard, Jerry J., A.B.'21, William Jewell Col.; A.M.'27, Ed.D.'46, Univ. of Mo.; Supt. of Sch., Arkansas City, Kansas, since 1947.

Wantland, Clarence L., B.S.'49, M.S.'49, Kansas State Tchrs. Col., Pittsburg; Prin. of Roesland Elem. Sch., Mission, Kansas, since 1953.

Watkins, George Earl, A.B.'18, McPherson Col.; M.A.'30, Univ. of Kansas; Supt. of Sch., Paola, Kansas, since 1948.

Watson, Clifford R., A.B.'15, Friends Univ.; Shawnee Co. Supt. of Sch., Topeka, Kansas, since 1951.

Weaver, Ernest B., A.B.'23, Friends Univ. (Kansas); M.A.'46, Univ. of Kansas; Prin. of H. S., Topeka, Kansas, since 1946.

Wilbur, L. E., A.B.'28, Friends Univ.; Asst. Supt. in charge of Bus. Affairs, Bd. of Educ., Wichita, Kansas, since 1947.

Wolfe, William D., A.B.'17, Ed.D.'35, Col. of Emporia; M.E.'29, Univ. of Kansas; Supt. of Sch., Lawrence, Kansas.

Wolgast, D. E., B.S.'22, Ottawa Univ.; M.E.'42, Univ. of Kansas; Supt. of Sch., Marysville, Kansas, since 1933.

Wood, W. Clement, B.S.'35, Colo. Agrl. and Mech. Col.; M.A.'39, Colo. State Col. of Educ., Greeley; Head, Dept. of Educ., Ft. Hays Kansas State Col., Hays, Kansas, since 1949.

Woodin, James C., B.S.'28, Kansas State Tchrs. Col., Pittsburg; M.S.'38, Colo. A. and M. Col.; Asst. Supt. of Sch. in chg. of Indus. and Adult Educ., Wichita, Kansas, since 1953.

Wright, C. O., A.B.'20, A.M.'21, Univ. of Mo.; Exec. Secy., Kansas State Tchrs. Assn., Topeka, Kansas, since 1941.

Wygle, Ralph William, M.S.'52, Kansas State Tchrs. Col., Emporia; Supt. of City Sch., Marion, Kansas, since 1954.

Yeargan, Gordon A., A.B.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Goodland Elem. Sch., and Sherman Community H. S., Goodland, Kansas, since 1952.

York, George A., B.S. in Ed.'24, Kansas State Tchrs. Col., Pittsburg; M.E.'35, Univ. of Kansas; Supt. of City Sch., Osawatomie, Kansas, since 1924.

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KENTUCKY

Albright, A. D., A.B.'37, Milligan Col.; M.S.'38, Univ. of Tenn.; Ph.D.'51, N. Y. Univ.; Assoc. Dir., Southern States CPEA, since 1950, and Dir., Bureau of Sch. Serv., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1954.

Archer, M. L., B.S.'34, Univ. of Tenn.; M.A.'50, Univ. of Ky.; Scott Co. Supt. of Sch., Georgetown, Ky., since 1952.

Arnett, Edgar, A.B.'25, Univ. of Ky.; M.A. '30, Columbia Univ.; Supt. of Sch., Erlanger, Ky., since 1930.

Atwood, Rufus B., A.B.'20, Fisk Univ.; B.S. '23, Iowa State Col. of A. and M. Arts; M.A.'34, Univ. of Chicago; LL.D.'36, Lane Col.; Pres., Ky. State Col., Frankfort, Ky., since 1929.

Belcher, Eddie W., A.B.'32, M.A.'36, Western Ky. State Col.; Dir., Div. of Curriculum, Bd. of Educ., Louisville, Ky., since 1953.

Belt, R. A., B.S.'20, M.A.'37, Univ. of Ky.; Supt. of Sch., Dawson Springs, Ky., since 1936.

Bridges, Russell E., B.S.'36, Eastern Ky. State Col.; M.Ed.'40, Univ. of Cincinnati; Supt. of City Sch., Fort Thomas, Ky., since 1943.

Burkhead, G. C., B.S.'29, Western Ky. State Tchrs. Col.; Hardin Co. Supt. of Sch., Elizabethtown, Ky., since 1934.

Burns, F. T., B.S.'38, Western Ky. State Col.; Supt., Daviess Co. Sch., Owensboro, Ky., since 1945.

Butler, Wendell Pace, A.B.'36, M.A.'50, Univ. of Ky.; Supt. of Pub. Instr., State Dept. of Educ., Frankfort, Ky., since 1952.

Carmichael, Omer, A.B.'14, Univ. of Ala.; A.M.'24, Columbia Univ.; Supt. of Sch., Louisville, Ky., since 1945.

*Carr, John Wesley, A.B.'85, A.M.'90, Ind. Univ.; Ph.D.'13, New York Univ.; Pres., Dept. of Superintendence, 1905-06; Honorary Life Member, American Assn. of Sch. Admin. Address: State Tchrs. Col., Murray, Ky.

Chilton, William Dudley, A.B.'28, Georgetown Col. (Ky.); M.A.'40, Univ. of Ky.; Asst. Supt. of Sch. in chg. of Bus. Affairs, Louisville, Ky., since 1951.

Coffman, Ben F., A.B. in Ed.'29, M.A.'40, Univ. of Ky.; Supt., Bourbon Co. Sch., Paris, Ky., since 1952.

Crosthwait, Ted L., B.S.'38, Morehead State Col. (Ky.); M.S.'43, Calif. Inst. of Tech.; Dir., Purchases and Stores, Louisville Pub. Sch., Louisville, Ky., since 1952.

Dale, C. S., B.S. and M.A.'21, Univ. of Ill.; Supt. of Sch., Bellevue, Ky., since 1942.

Dickey, Frank G., A.B.'39, Transylvania Col.; M.A.'42, Ed.D.'47, Univ. of Ky.; Dean, Col. of Educ., Univ. of Ky., Lexington, Ky., since 1950.

Dodson, James Marvin, A.B.'39, M.A.'42, Western Ky. State Col.; Dir., Pub. Relations, Ky. Educ. Assn., Louisville, Ky., since 1950.

Eckel, Howard, A.B.'40, Southwestern Col. (Kansas); M.A.'45, Univ. of Mich.; Ed.D. '52, Tchrs. Col., Columbia Univ.; Assoc. Prof., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1952.

Estes, Kenneth A., M.A.'48, George Peabody Col. for Tchrs.; Supt. of Sch., Owensboro, Ky., since 1954.

Evans, Henry R., B.S. in Ed.'34, Morehead State Col. (Ky.); M.S. in Ed.'41, Univ. of Ky.; Supt. of City Sch., Russell, Ky., since 1952.

Farley, C. H., B.S.'28, Eastern Ky. State Col.; Pike Co. Supt. of Sch., Pikeville, Ky., since 1934.

Fiser, H. Barton, B.S.'41, M.A.'48, Murray State Col. (Ky.); Christian Co. Supt. of Sch., Hopkinsville, Ky., since 1948.

Gilbert, Ted C., A.B.'39, M.A.'47, Eastern Ky. State Col.; Supt. of Pub. Sch., Maysville, Ky., since 1950.

Gillaspie, Kenneth G., A.B.'24, Georgetown Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Georgetown, Ky., since 1952.

Hager, Cornelius R., A.B.'34, Asbury Col.; B.D.'38, Asbury Theol. Sem.; M.A.'41, Univ. of Ky.; Jessamine Co. Supt. of Sch., Nicholasville, Ky., since 1947.

Hamilton, Thomas F., M.A.'42, Univ. of Ky.; Supt. of Sch., Campbellsville, Ky., since 1945.

Hart, Charles W., B.S.'30, Eastern Ky. State Col.; M.S.'49, Univ. of Ky.; Supt. of Franklin Co. Sch., Frankfort, Ky., since 1954.

Hartstern, Fred J., Architect, 200 McDowell Bldg., 505 S. 3rd St., Louisville, Ky.

Hopkins, P. H., B.A.'07, Georgetown Col.; Supt. of Sch., Somerset, Ky., 1927-54.

Kincer, Charles L., B.S. in Ed.'48, Union Col.; M.S. in Ed.'51, Univ. of Ky.; Supvr. of Rural Sch. Improvement Project, Pine Mountain Schs., Pine Mountain, Ky., since 1953.

Knuckles, William Letcher, Jr., A.B.'31, Union Col. (Ky.); M.A.'51, Univ. of Ky.; Supt. of Bracken Co. Sch., Brooksville, Ky., since 1951.

Koffman, Gladstone, A.B.'15, Union Univ. (Tenn.); A.M.'28, Univ. of Chicago; Supt. of Sch., Hopkinsville, Ky., since 1932.

Lassiter, Alford Lee, B.S.'19, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Ky., since 1941.

McGuire, Heman H., A.B.'38, Morehead State Col. (Ky.); Carter Co. Supt. of Sch., Grayson, Ky., since 1938.

Martin, Robert R., A.B.'34, Eastern Ky. State Col.; M.A.'40, Univ. of Ky.; Ed.D. '51, Tchrs. Col., Columbia Univ.; Dir. of Div. of Local Sch. Finance, and Head, Bureau of Admin. and Finance, State Dept. of Educ., Frankfort, Ky.

Meece, L. E., A.B.'31, M.A.'32, Ph.D.'38, Univ. of Ky.; Prof. of Educ., Univ. of Ky., Lexington, Ky., since 1941.

Milbern, Joda, M.A. in Ed.'50, Eastern Ky. State Col.; Supt., Lincoln Co. Sch., Stanford, Ky., since 1950.

Moore, W. J., A.B.'25, A.M.'28, Ph.D.'31, Univ. of Ky.; Dean, Eastern Ky. State Col., Richmond, Ky., since 1945.

Noe, Samuel VanArsdale, A.B.'22, Centre Col. of Ky.; M.A.'28, Columbia Univ.; Admin. Asst., Bd. of Educ., Louisville, Ky., since 1950.

Oakley, Carlos, A.B.'31, M.A.'53, Western State Tchrs. Col. (Ky.); Union Co. Supt. of Sch., Morganfield, Ky., since 1948.

Ogden, Frank J., A.B.'28, Ky. Wesleyan Col.; M.A.'41, Univ. of Ky.; Supt. of City Sch., Winchester, Ky., since 1948.

Osborne, Ralph W., B.S. in Ed.'32, Mass. State Tchrs. Col., Bridgewater; M.Ed.'39, Boston Univ.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Paducah, Ky., since 1954.

Owens, Anderson D., B.A.'18, M.A.'25, Transylvania Col.; Ed.D.'39, Univ. of Cincinnati; Supt. of Sch., Newport, Ky., since 1925.

Pitt, (Rev.) Felix Newton, A.B.'16, M.A. '17, St. Mary's Univ.; Ph.D.'33, Univ. of Fribourg, Switzerland; Supt. of Catholic Sch., Louisville, Ky., since 1925.

Ray, (Mrs.) Willie Cassell, A.B.'13, M.A. '30, Transylvania Col.; Supt. of Sch., Shelbyville, Ky., since 1930.

Reiley, William Traver, B.S. in Ed.'42, Univ. of Cincinnati; M.A. in Ed.'46, Xavier Univ.; Supt. of Pub. Sch., Dayton, Ky., since 1950.

Ridgway, John M., B.A.'31, Minn. State Tchrs. Col., Moorhead; M.A.'36, Univ. of Ky.; Supt. of Sch., Lexington, Ky., since 1951.

Robinson, John E., B.S.'39, Eastern Ky. State Col.; M.S.'47, Univ. of Ky.; Supt. of Sch., Danville, Ky., since 1952.

Ross, Alton, B.S.'35, M.A.'48, Murray State Col.; Supt., Oldham Co. Sch., La Grange, Ky., since 1950.

Rubado, Clarence A., A.B.'17, A.M.'20, Univ. of Wis.; Ph.D.'29, Columbia Univ.; Asst. Supt. of Sch. in chg. of Elem. Educ., Louisville, Ky., since 1929.

Scott, Frank D., M.A.'30, Univ. of Ky.; Fleming Co. Supt. of Sch., Flemingsburg, Ky., since 1944.

Smith, Frisby D., A.B.'47, Berea Col. (Ky.); M.A.'51, Univ. of Ky.; Supt. of Sch., Midway, Ky., since 1953.

Smith, Roy B., Asst. Supt. of Sch., Owensboro, Ky.

Smith, Roy G., B.S.'24, Ky. Wesleyan Col.; M.A.'32, Univ. of Ky.; Asst. Supt. of Sch., Ashland, Ky., since 1945.

Snapp, Carlos V., A.B.'23, M.A.'32, Univ. of Ky.; Supt. of Sch., Jenkins, Ky., since 1929.

Sublett, James Lewis, A.B.'39, Transylvania Col.; M.A.'48, Univ. of Ky.; Asst. Supt. of Jefferson Co. Sch., Louisville, Ky., since 1953.

Swearingen, Orville L., A.B.'29, Univ. of Ky.; Pulaski Co. Supt. of Sch., Somerset, Ky., since 1946.

Swing, Glenn O., B.A.'16, M.A.'17, Ohio State Univ.; Supt. of Sch., Covington, Ky., since 1927.

Thomasson, R. Case, A.B.'25, Centre Col. of Ky.; M.A.'36, Univ. of Ky.; Supt. of Sch., Middlesboro, Ky., since 1944.

Turner, (Mrs.) Marie R., A.B.'29, Morehead State Col. (Ky.); Breathitt Co. Supt. of Sch., Jackson, Ky., since 1931.

Turpen, Noah C., B.S.'29, Middle Tenn. State Col.; M.A.'32, George Peabody Col. for Tchrs.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Fayette Co. Supt. of Sch., Lexington, Ky., since 1949.

VanHoose, Richard, A.B.'35, Georgetown Col.; M.A. in Ed.'39, Univ. of Ky.; Jefferson Co. Supt. of Sch., Louisville, Ky.

Ward, Edwin R., M.A.'36, Univ. of Ky.; Asst. Supt. and Bus. Mgr., Fayette Co. Sch., Lexington, Ky., since 1949.

Ward, (Mrs.) Emma B., A.B.'36, Univ. of Ky.; Supt. of Anderson Co. Sch., Lawrenceburg, Ky., since 1948.

Woods, Ralph H., Ph.B.'21, Berea Col.; B.S. in Agr.'23, M.A.'27, Univ. of Ky.; Ph.D.'30, Cornell Univ.; Pres., Murray State Col., Murray, Ky., since 1945.

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LOUISIANA

Barrow, Clark L., B.A.'23, M.A.'34, La. State Univ.; M.A.'35, Ph.D.'39, Columbia Univ.; Dir. of Higher Educ., State Dept. of Educ., Baton Rouge, La., since 1953.

Becker, Ernest O., B.A.'16, M.A.'18, B.B.A. '20, Tulane Univ.; Asst. Supt. of Sch., New Orleans, La., since 1944.

Bond, George W., B.S.'20, Univ. of Ark.; M.A.'23, Univ. of Chicago; Ed.D.'38, Columbia Univ.; Dean, Sch. of Educ., La. Polytech. Inst., Ruston, La., since 1945.

Bourgeois, Lionel J., Sr., B.A., Jefferson Col.; M.A., Tulane Univ.; LL.B., Loyola Univ.; Supt. of Sch., New Orleans, La., 1946-51. Address: 1034 City Park Ave., New Orleans, La.

Caldwell, S. A., Ph.D.'34, Univ. of Texas; Dean of Jr. Div., La. State Univ., Baton Rouge, La., since 1944.

Cayer, L. A., B.A.'25, La. Col.; Avoyelles Parish Supt. of Sch., Marksville, La., since 1937.

Clark, Felton G., A.B.'24, Beloit Col.; A.M. '25, Ph.D.'33, Columbia Univ.; Pres., Southern Univ. and A. and M. Col., Baton Rouge, La., since 1938.

Colbert, Charles R., B.Arch.'43, Univ. of Texas; M.S.Arch.'47, Columbia Univ.; Supvg. Archt., Orleans Parish Sch. Bd., New Orleans, La., since 1950.

Cusic, Wayne N., A.B.'28, Ill. Col.; M.S. '41, La. State Univ. and A. and M. Col.; Dean of Men and Assoc. Prof. of Educ., McNeese State Col., Lake Charles, La., since 1944.

Davis, Wade H., Supt., State Sch. for Spastic Children, Alexandria, La.

Eley, Edwin William, B.A.'18, Earlham Col.; First Asst. Supt. of Sch., New Orleans, La., since 1932.

Emmons, Morelle, B.A.'37, La. Polytech. Inst.; M.A.'40, La. State Univ.; Lincoln Parish Supt. of Sch., Ruston, La., since 1948.

Ferran, Rose Marie, B.A.'25, M.A.'29, Tulane Univ.; Dir. of Instr., Kdgn.-Prim. Grades, Pub. Schs., New Orleans, La., since 1943.

Fitzpatrick, Stanley, B.S.'37, M.A.'38, Tulane Univ.; Ed.D.'54, Harvard Univ.; Dir. of Research, Census and Planning, Orleans Parish Sch., New Orleans, La., since 1954.

Foote, John M., M.A.'23, George Peabody Col. for Tchrs.; D.Ed.'36, La. State Univ. Address: 1853 Blouin Ave., Baton Rouge, La.

Ford, G. W., A.B.'26, Northwestern State Col. of La.; M.A.'31, La. State Univ.; Supt. of City Sch., Lake Charles, La., since 1948.

Frazar, Lether Edward, A.B.'28, Southwestern La. Inst.; M.A.'32, La. State Univ.; Pres., McNeese State Col., Lake Charles, La., since 1944.

Hanchey, K. R., M.S.'36, La. State Univ.; Supt. of Sch., Beauregard Parish, DeRidder, La., since 1930.

Hunter, Elwood Cortelyou, B.A.'29, M.A.'30, Ph.D.'35, Univ. of N. C.; Assoc. Prof. of Educ., Tulane Univ., New Orleans, La., since 1947.

Israel, M. J., B.A.'28, M.A.'31, La. State Univ.; Supt. of Sch., Bogalusa, La., since 1939.

Jackson, Shelby M., B.S.'26, M.S.'34, La. State Univ. and A. and M. Col.; State Supt. of Pub. Educ., State Dept. of Educ., Baton Rouge, La., since 1948.

Janvier, Carmelite, B.A.'11, M.A.'13, Tulane Univ. Address: 1130 Eighth St., New Orleans, La.

Johns, William Christy, B.S.'28, George Peabody Col. for Tchrs.; M.A.'40, La. State Univ.; Asst. Supt. of Caddo Parish Sch., Shreveport, La., since 1945.

Jordan, A. L., A.B.'32, Morehouse Col.; M.A.'51, Atlanta Univ.; Supvg. Prin. of Central Memorial H. S., Bogalusa, La., since 1936.

Kennedy, Donald L., B.S.'43, M.E.'49, La. State Univ.; Asst. Supt. of Sch., Shreveport, La., since 1953.

Kerr, R. V., A.B.'15, Univ. of Tenn.; Supt. of Bossier Parish Sch., Benton, La., since 1921.

Koonce, John D., B.A.'34, La. Polytech. Inst.; M.E.'46, La. State Univ.; Supt. of Jackson Parish Sch., Jonesboro, La., since 1948.

Kyser, John S., Ph.D.'37, La. State Univ.; Pres., Northwestern State Col. of La., Natchitoches, La., since 1954.

Landry, J. C., B.A.'22, Southwestern La. Inst.; M.A.'33, La. State Univ.; Parish Supt. of Sch., Lafayette, La., since 1948.

Landry, Thomas R., B.A.'31, Southwestern La. Inst.; M.A.'39, La. State Univ.; State Supvr. of Elem. Sch., State Dept. of Educ., Baton Rouge, La., since 1949.

Lavergne, Remi, B.A.'22, M.A.'25, La. State Univ.; Supt. of West Baton Rouge Parish Sch., Port Allen, La., since 1948.

Lee, E. A., A.B.'24, Northwestern State Col. of La.; Parish Supt. of Sch., Natchitoches, La., since 1925.

Moncla, Robert O., B.A.'25, La. State Univ.; Supt. of Educ., Lafourche Parish, Thibodaux, La., since 1942.

Norton, Henry Allen, B.S.'20, Millsaps Col.; M.A.'32, La. State Univ.; Supt. of Calcasieu Parish Sch., Lake Charles, La., since 1928.

Perry, Currie L., B.A.'31, Northwestern State Col. of La.; M.A.'45, La. State Univ.; Asst. Supt., Caddo Parish Sch., Shreveport, La., since 1948.

Phillips, M. A., B.A.'30, La. Col.; M.A.'50, George Peabody Col. for Tchrs.; Supt. of Madison Parish Sch., Tallulah, La., since 1953.

Pitcher, J. E., B.S.'18, La. State Univ.; Webster Parish Supt. of Sch., Minden, La., since 1936.

Porter, Harold Troxel, A.B.'35, DePauw Univ.; M.A.'37, Univ. of Cincinnati; Business Mgr., Orleans Parish Schs., New Orleans, La., since 1951.

Redmond, James Francis, M.A.'40, Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of Orleans Parish Sch., New Orleans, La., since 1953.

Robertson, Minns Sledge, B.A.'21, Northwestern State Col. of La.; M.A.'23, Ph.D. '25, George Peabody Col. for Tchrs.; Research Prof. of Educ. and Assoc. Dir., Bureau of Educ. Research, La. State Univ., Baton Rouge, La., since 1948.

Shiel, Fred H., B.S.'27, Southwestern La. Inst.; M.A.'39, La. State Univ.; Supt. of LaSalle Parish Sch., Jena, La., since 1946.

Shows, S. M., B.A.'26, Northwestern State Col.; Supt. of DeSoto Parish Sch., Mansfield, La., since 1926.

Sigler, A. L., B.S.'31, Northwestern State Col. of La.; M.A.'40, La. State Univ.; Supt., Red River Parish Sch., Coushatta, La., since 1941.

Smalling, George A., B.S.'38, King Col.; M.A.'46, Columbia Univ.; Asst. Supt. of Sch. in chg. of Instr., East Baton Rouge Parish, Baton Rouge, La., since 1952.

Smith, L. L., Allen Parish Sch., Oberlin, La.

Thatcher, Fred G., B.I.'04, La. Polytech. Inst.; Exec. Secy., La. Sch. Bd. Assn., Baton Rouge, La., since 1947.

Thomas, Henry M., B.A.'30, La. Polytech. Inst.; M.A.'39, La. State Univ.; West Carroll Parish Supt. of Sch., Oak Grove, La., since 1949.

Waite, Lloyd L., B.S.Ed.'35, M.A.'37, Ohio State Univ.; Bldg. Coordinator, Caddo Parish Sch., Shreveport, La., since 1951.

Walker, O. Perry, B.E.'22, Tulane Univ.; M.S.'39, La. State Univ.; First Asst. Supt. of Sch., New Orleans, La., since 1953.

Walsworth, M. M., B.A.'30, La. Polytech. Inst.; M.A.'36, La. State Univ.; Supt. of Sch., East Carroll Parish, Lake Providence, La., since 1949.

Whelan, (Rev.) James F., Ph.D.'38, Ohio State Univ.; Chmn., Dept. of Educ., Loyola Univ., New Orleans, La., since 1937.

White, Roscoe H., A.B.'23, A.M.'26, Univ. of Colo.; Caddo Parish Supt. of Sch., Shreveport, La., since 1943.

Woodward, C. T., Prin. of A. E. Phillips Elem. Sch., Ruston, La.

INSTITUTIONAL MEMBERS

Louisiana Education Association, Baton Rouge, La.

Northwestern State Col., Russell Library, Natchitoches, La.

Richland Parish Sch. Bd., Materials Library, c/o Mrs. Selma W. Tomb, Supvr., Rayville, La.

Southern Univ. and A. and M. Col., Library, Baton Rouge, La.

Southwestern La. Inst., Stephens Memorial Library, Lafayette, La.

MAINE

Additon, Loring R., B.S.'26, Bates Col.; M.A.'39, Univ. of Maine; Supt. of Supvy. Sch. Union 47, Bath, Maine, since 1944.

Aikins, Frederick H., B.S.'17, Univ. of Maine; M.Ed.'37, Bates Col.; Supt. of Supvy. Sch. Union 15, South Windham, Maine, since 1926.

Bagley, Laurence P., A.B.'26, M.A.'37, Bates Col.; Dir. of Field Serv., Maine Tchrs. Assn., Augusta, Maine, since 1954.

Beal, George E., A.B.'16, A.M.'41, Bowdoin Col.; A.M.'34, Bates Col.; Supt. of Sch., South Portland, Maine, since 1940.

Bowie, Robert L., B.S.'29, Univ. of Mass.; Headmaster, Thornton Acad., Saco, Maine, since 1953.

Brackett, Anthony G. L., B.S.'33, Middlebury Col.; Ed.M.'42, Harvard Univ.; Supt. of Supvy. Sch. Union 12, Westbrook, Maine, since 1947.

Bracy, Alfred A., B.S.'37, Tufts Col.; M.S. '39, Univ. of Mass.; Supt. of Supvy. Sch. Union 32, Canton, Maine, since 1951.

Carpenter, Roland J., B.S.'22, M.Ed.'39, Bates Col.; Supt. of Sch., Bangor, Maine, since 1943.

Clifford, Harold B., A.B.'16, M.A.'41, Bates Col.; Supt. of Sch., Union 49, East Boothbay, Maine, since 1925.

Crabtree, Paul L., Secy.-Treas., Assoc. Exhibitors of the Natl. Educ. Assn., Island Falls, Maine, since 1936.

Crawford, John R., B.A.'24, Culver-Stockton Col.; M.A.'29, Ph.D.'31, State Univ. of Iowa; Prof. of Educ. and Dir., Bur. of Educ. Research and Serv., Univ. of Maine, Orono, Maine, since 1930.

Cyr, Albert A., A.B.'31, Harvard Univ.; Supt. of Sch. Union 129, Fort Kent, Maine, since 1948.

Day, Lorey Clifford, B.A.'13, M.A.'16, Clark Univ.; Supt. of Supvy. Sch. Union 1, Kittery, Maine, since 1945.

Espy, Herbert G., Ed.D.'29, Harvard Univ.; Commr. of Educ., State Dept. of Educ., Augusta, Maine, since 1952.

Fernald, Waldron E., A.B.'27, Univ. of Maine; A.M.'40, Brown Univ.; Supt. of Sch. Union 108, Danforth, Maine, since 1951.

Gallagher, Erwin A., B.S. in Ed.'47, Univ. of Maine; Supt. of Supvy. Sch. Union 56, Skowhegan, Maine.

Gordon, Asa A., B.S. in Ed.'50, Maine State Tchrs. Col., Farmington; Supt. of Sch. Union 65, Albion, Maine, since 1951.

Grant, Buford L., B.S.'43, Univ. of Maine; Supt. of Sch., Waterville, Maine, since 1953.

Hale, William Wallace, B.S.'25, Colby Col.; M.Ed.'43, Univ. of Maine; Supt. of Sch. Union 113, Millinocket, Maine, since 1945.

Harriman, Alonzo Jesse, B.S.E.'20, Univ. of Maine; M.Arch.'28, Harvard Univ.; Archt. and Treas., Alonzo J. Harriman, Inc., Auburn, Maine, since 1945.

Hines, Philip G., B.S. in Ed.'46, M.A.'48, Univ. of Maine; Supt. of Sch. Union 2, Wells, Maine, since 1951.

Ireland, Robert S., Ed.M.'46, Bates Col.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Auburn, Maine, since 1953.

Kinney, Bruce J., B.S.'48, M.Ed.'52, Univ. of Maine; Supt. of Sch. Union 70, Rockland, Maine, since 1953.

Leonard, Joseph A., A.B.'27, Tufts Col.; M.Ed.'45, Harvard Univ.; Supt. of Sch. Union 87, Old Town, Maine, since 1938.

Lord, Carl B., B.S.'15, Colby Col.; Ed.M. '36, Bates Col.; Supt. of Sch. Union 52, North Vassalboro, Maine, 1924-54 (retired).

Lunt, Robert B., B.S.'30, Colby Col.; M.A. in Ed.'33, Univ. of Maine; Supt. of Sch. Union 10, Scarborough, Maine, since 1949.

Lyseth, Harrison C., B.A.'21, Bowdoin Col.; Ed.M.'28, Ed.D.'41, Harvard Univ.; Supt. of Sch., Portland, Maine, since 1942.

McGaughy, Clifford J., B.S.'29, Colby Col.; M.A.'38, Univ. of Maine; Supt. of Sch. Union 119, Mars Hill, Maine, since 1952.

McGuire, Harvey C., B.S. in Ed.'33, Univ. of Maine; Supt. of Sch. Union 24, Ridlonville, Maine, since 1944.

Nickerson, Kermit S., A.B.'26, Dartmouth Col.; M.A.'35, Univ. of Maine; Dir. of Professional Services, State Dept. of Educ., Augusta, Maine, since 1953.

Peakes, Lawrence A., A.B.'28, Colby Col.; M.A.'40, Bates Col.; Supt. of Sch. Union 25, Rumford, Maine, since 1944.

Perkins, Henry G., B.S.'25, Univ. of Maine; Supt. of Sch., Union 92, Ellsworth, Maine, since 1946.

Redding, Hubert Ervin, B.R.E.'26, Atlantic Union Col.; A.M.'28, Boston Univ.; Supt. of Sch., Union 53, Oakland, Maine, since 1948.

*Reich, Howard Charles, B.A.'24, M.A.'36, Univ. of Maine; Prin. of H. S., Portland, Maine, since 1947.

Russell, Clyde, B.A.'22, M.A.'26, Colby Col.; Ed.M.'33, Harvard Univ.; Exec. Secy., Maine Tchrs. Assn., Augusta, Maine, since 1945.

Russell, Garland B., A.B.'33, A.M.'35, Brown Univ.; D.Ed.'43, Boston Univ.; Prof. of Educ. and Dir. of Tchrs. Tr., Univ. of Maine, Orono, Maine, since 1949.

Shibles, Mark R., B.A.'29, Colby Col.; M. Ed.'35, Boston Univ.; Dean, Sch. of Educ., Dir. of Summer Session and Dir. of Extension Div., Univ. of Maine, Orono, Maine, since 1947.

Shibles, Perry F., Supt. of Sch., Augusta, Maine.

*Smith, Payson, A.M.'03, Tufts Col.; LL.D. '08, Univ. of Maine; Litt.D.'09, Bates Col.; Litt.D.'11, Bowdoin Col.; D.Ed., R. I. Col. of Educ.; LL.D., Norwich Univ.; LL.D., Northeastern Univ.; LL.D. '35, Springfield Col.; D.Ed., Colby Col.; Pres., Dept. of Superintendence, 1923-24; Honorary Life Member, American Assn. of Sch. Admin.; Lecturer, Sch. of Educ., Univ. of Maine, Orono, Maine.

Sullivan, Neil V., B.S.E.'39, Mass. State Tchrs. Col., Fitchburg; M.A.'41, Columbia Univ.; Supt. of Sch., Sanford, Maine, since 1950.

Veayo, Galen I., B.A.'31, M.A.'42, Univ. of Maine; Supt. of Sch., Madawaska, Maine, since 1953.

*Webber, Elmer Harrison, B.Pd.'15, Univ. of Maine; A.M.'23, Bates Col.; Pres., Webber Inst., Mt. Vernon, Maine, since 1945.

Wieden, Clifford O. T., B.S.'23, Acadia Univ.; Ed.M.'34, Bates Col.; Pres., Aroostook State Tchrs. Col., Presque Isle, Maine, since 1952.

Wiggin, Harold A., B.B.A.'23, Ed.M.'34, Boston Univ.; Supt. of Sch., Union 75, Union, Maine, since 1949.

Woodman, Orlando C., B.A.'16, Bates Col.; Supt. of Sch. Union 44, Gardiner, Maine, since 1944.

MARYLAND

Adams, Mary A., B.S.'25, M.A.'30, Johns Hopkins Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1942.

*Allan, Harold A., A.B.'06, Bates Col.; Honorary Life Member, American Assn. of Sch. Admin.; Asst. Secy. for Bus., Natl. Educ. Assn. 1923-49; Trustee, Natl. Educ. Assn., since 1948. Address: 6711 Georgia St., Chevy Chase, Md.

Baker, Ira Y., A.B.'27, A.M.'33, Gettysburg Col.; A.M.'48, Tchrs. Col., Columbia Univ.; Prin., Scaggsville Elem. Sch., Laurel, Md., since 1954.

Beall, Irl H., M.E.'49, Univ. of Md.; Prin., Gray Manor Elem. Sch., Dundalk, Md., since 1950.

Bender, Charles O., Member, Bd. of Educ., Grantsville, Md.

Bennett, J. M., A.B.'10, Western Md. Col.; Wicomico Co. Supt. of Sch., Salisbury, Md., since 1917.

Blackwell, Jefferson Davis, B.S.'14, Univ. of Mo.; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'29, Johns Hopkins Univ.; Pres., Md. State Tchrs. Col., Salisbury, Md., since 1935.

Brish, William Murray, A.B.'28, Franklin and Marshall Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Washington Co. Supt. of Sch., Hagerstown, Md., since 1947.

Broening, Angela M., A.B., Goucher Col.; A.M., Ph.D., John Hopkins Univ.; Asst. Dir of Research, Pub. Sch., Baltimore, Md.

Brown, Edward W., B.S.'23, Princeton Univ.; Head Master, Calvert Sch., Baltimore, Md., since 1940.

Burgee, Miel Day, B.S.'27, Univ. of Md.; M.A.'37, Columbia Univ.; Headmaster Charlotte Hall Military Acad., Charlotte Hall, Md., since 1938.

Busick, James G., B.S.'33, M.Ed.'51, Univ. of Md.; Supt. of Sch., Dorchester Co., Cambridge, Md., since 1952.

Carlson, C. Allen, B.Ped.'14, Pa. State Tchrs. Col., Mansfield; B.S.'36, A.M.'38, Univ. of Md.; Somerset Co. Supt. of Sch., Princess Anne, Md., since 1940.

Certain, (Mrs.) Julia L., M.A.'23, A.B. in L.S.'42, Univ. of Mich.; Head, Dept. of Educ., Philosophy and Religion, Enoch Pratt Free Library, Baltimore, Md., since 1946.

Chapman, Harold Benjamin, B.A.'11, Yale Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'26, Ohio State Univ.; Asst. Dir., Bureau of Research and Statistics, Pub. Sch., Baltimore, Md., since 1926.

Clary, Sally, Prin. of Homewood Sch., Baltimore, Md., since 1932.

Clements, (Mrs.) G. R., Member, Bd. of Educ., Anne Arundel Co., Annapolis, Md.

Compton, Lillian C., B.A.'14, W. Va. Univ.; M.A.'28, Columbia Univ.; Pres., State Tchrs. Col., Frostburg, Md., since 1945.

Cooper, Paul D., B.S.'39, Western Md. Col.; M.Ed.'43, Univ. of Md.; Worcester Co. Supt. of Sch., Snow Hill, Md., since 1948.

Cooper, William P., A.B.'23, Western Md. Col.; M.A.'32, Univ. of Md.; Dir. of Cafeterias, Allegany Co. Bd. of Educ., Cumberland, Md., since 1943.

Corr, Reade W., A.B.'26, Univ. of Richmond; M.A.'38, Columbia Univ.; Kent Co. Supt. of Sch., Chestertown, Md., since 1947.

Davis, James Willard, A.B.'15, Washington Col.; M.A.'24, Tchrs. Col., Columbia Univ.; Talbot Co. Supt. of Sch., Easton, Md., since 1935.

Davis, Lewyn C., B.A.'26, Univ. of Richmond; M.A.'30, Columbia Univ.; Supvr. of Jr. H. S. Allegany Co., Cumberland, Md., since 1948.

Dawson, Walter Wyatt, Pres., Garrett Co. Bd. of Educ., Oakland, Md., 1937-52 and since 1954.

Dent, Lettie Marshall, A.B.'15, Western Md. Col.; St. Marys Co. Supt. of Sch., Leonardtown, Md., since 1928.

Devilbiss, Wilbur, B.A.'25, Western Md. Col.; M.A.'35, Univ. of Md.; Ed.D.'46, George Washington Univ.; Dean, Col. of Educ., Univ. of Md., College Park, Md., since 1952.

Deyo, Donald E., B.Ed.'35, Ill. State Normal Univ.; M.A.'38, Univ. of Mich.; M.A.'50, Columbia Univ.; Dean, Montgomery Jr. Col., Takoma Park, Md., since 1953.

Diehl, William C., A.B.'23, Gettysburg Col.; M.Ed.'46, Univ. of Md.; Asst. Supt. of Sch., Hagerstown, Md., since 1947.

Dorn, Wesley N., A.B.'33, Gettysburg Col.; M.Ed.'47, Univ. of Md.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Special Asst., Genl. Admin., Dept. of Educ., Baltimore, Md., since 1953.

Drazek, Stanley Joseph, B.S.'41, N. Y. State Tchrs. Col., Oswego; M.A.'47, Ph.D.'50, Univ. of Md.; Asst. Dean, Col. of Special Continuation Studies, Assoc. Prof. of Educ., Univ. of Md., College Park, Md., since 1950.

Dunkle, Maurice Albert, B.S.'31, Alleghany Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Calvert Co. Sch., Prince Frederick, Md., since 1953.

Fischer, John Henry, Diploma '30, Md. State Tchrs. Col., Towson; B.S.'40, Johns Hopkins Univ.; M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Baltimore, Md., since 1953.

Fitzgerald, W. Stewart, A.B.'13, St. John's Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Caroline Co. Supt. of Sch., Denton, Md., since 1940.

Froelicher, Hans, Jr., A.B.'12, Haverford Col.; LL.B.'17, Univ. of Md.; Headmaster, Park Sch., Baltimore, Md., since 1932.

Grau, Mary L., B.S.'31, D.Ed.'45, Johns Hopkins Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Educ., Bd. of Educ., Montgomery Co., Rockville, Md., since 1948.

Hall, R. Milton, D.Ed.'37, Johns Hopkins Univ.; Prin., Clifton Park Jr. High Sch., Baltimore, Md., since 1947.

Hardesty, R. Bowen, A.B.'32, Randolph-Macon Col.; M.A.'34, Columbia Univ.; Garrett Co. Supt. of Sch., Oakland, Md., since 1948.

Hawkins, Earle T., B.A.'23, LL.D.'48, Western Md. Col.; M.A.'28, Columbia Univ.; Ph.D.'42, Yale Univ.; Pres., Md. State Tchrs. Col., Towson, Md., since 1947.

Hawkins, Elmer T., A.B.'26, Morgan State Col.; A.M.'34, Hampton Institute; Prin. Garnett Sch., Chestertown, Md., since 1926.

Hughes, Harry R., Tchr., Bladensburg Sr. H. S., Bladensburg, Md., since 1953.

Hurley, Charles F., B.S.'34, Mo. State Tchrs. Col., Maryville; M.A.'41, Tchrs. Col., Columbia Univ.; Prin., Hurlock H. S., East New Market, Md., since 1943.

Jackson, Houston R., A.B.'27, LL.D.'53, Morgan State Col.; A.M.'37, Univ. of Pa.; Asst. Supt. of Sch., Baltimore, Md., since 1951.

Jenkins, David S., B.A.'30, St. Johns Col. (Md.); M.A.'42, Ed.D.'49, Univ. of Md.; Anne Arundel Co. Supt. of Sch., Annapolis, Md., since 1946.

Jenkins, Martin David, B.S.'25, Howard Univ.; A.B.'30, Ind. State Tchrs. Col.; M.S.'33, Ph.D.'35, Northwestern Univ.; Pres., Morgan State Col., Baltimore, Md., since 1948.

Jenness, Samuel M., B.S.'22, Wash. Col.; A.M.'29, Univ. of Md.; Carroll Co. Supt. of Sch., Westminster, Md., since 1946.

Johannes, Dana B., Architect, 855 Pershing Drive, Silver Spring, Md.

King, Oliveine C., M.Ed.'49, Univ. of Md.; Supvg. Prin., Elem. Sch., Havre de Grace, Md., since 1947.

Lamborn, Robert L., A.B.'38, Stanford Univ., Ed.M.'41, Harvard Univ.; Ed.D. '51, Johns Hopkins Univ.; Headmaster McDonogh Sch., McDonogh, Md., since 1952.

Lewis, John W., A.B.'17, Colgate Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1927.

McCann, R. Harold, Dir., Transportation and Maintenance, Bd. of Educ., Annapolis, Md.

McCormick, (Rev.) Leo Joseph, A.B.'21, St. Mary's Sem.; S.T.L.'27, Propaganda Univ., Rome, Italy; Ph.D.'43, Catholic Univ. of America; Supt., Bur. of Catholic Educ., Archdiocese of Baltimore, Baltimore, Md., since 1943.

Maccubbin, Walter Aubrey, B. Engr.'20, Johns Hopkins Univ.; Dir. of Personnel, Pub. Sch., Baltimore, Md., since 1953.

Malcolm, Kenneth R., Pres., Allegany Co. Sch. Bd., Westernport, Md.

Martin, T. Carlyle, B.A.'22, Berea Col.; B.S.'24, Univ. of W. Va.; M.A.'26, Univ. of Md.; Supt. of Charles Co. Sch., La Plata, Md., since 1951.

Mason, Elwood B., A.B.'31, Washington Col.; M.A.'40, Duke Univ.; Prin., Leland Jr. High Sch., Chevy Chase, Md., since 1943.

Miller, Calvin Lewis, Pres., Anne Arundel Co. Bd. of Educ., Annapolis, Md., since 1953.

*Murphy, Harry T., B.A.'35, Western Md. Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Supvr. of Pupil Personnel, Pub. Sch., Ellicott City, Md., since 1945.

Murray, Loren L., Architect, 855 Pershing Drive, Silver Spring, Md., since 1945.

Nelson, Benjamin Wilbern, B.S. in Ed.'46, Md. State Tchrs. Col., Salisbury; M.A. in Ed.'50, Columbia Univ.; Supvr. of Maintenance and Transportation, Worcester Co. Sch., Snow Hill, Md., since 1952.

Newell, Clarence A., A.B.'35, Hastings Col.; A.M.'39, Ph.D.'43, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Univ. of Md., College Park, Md., since 1948.

Norris, Forbes H., A.B.'22, Manchester Col.; Ed.M'26, Ed.D.'46, Harvard Univ.; Montgomery Co. Supt. of Sch., Rockville, Md., since 1953.

O'Toole, James B., Jr., A.B.'28, Lynchburg Col.; M.A.'38, Columbia Univ.; Asst. Supt., Baltimore Co. Bd. of Educ., Towson, Md.

Payne, Edna P., Pres., Bd. of Educ., Annapolis, Md.

Pruitt, Eugene Watts, M.A.'26, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Frederick, Md., since 1932.

Pullen, Thomas G., Jr., A.B.'17, M.A.'25, Col. of William and Mary; Ed.D.'41, Tchrs. Col., Columbia Univ.; LL.D.'47, Loyola Col.; State Supt. of Sch., State Dept. of Educ., Baltimore, Md., since 1942.

Rannels, Morris W., B.S.'38, Pa. State Tchrs. Col., Millersville; M.Ed.'48, Univ. of Md.; Cecil Co. Supt. of Sch., Elkton, Md., since 1952.

Rasmussen, L. R., 9213 Bradford, Silver Spring, Md.

Raver, Milson C., B.Eng.'31, Johns Hopkins Univ.; Exec. Secy., Md. State Tchrs. Assn., Baltimore, Md., since 1945.

Reid, James L., B.S.'30, Ind. State Tchrs. Col.; M.E.'44, Univ. of Md.; State Supvr. of Sch. Plant Planning, State Dept. of Educ., Baltimore, Md., since 1949.

Rhoderick, Joseph Frederick, Member, Frederick Co. Bd. of Educ., Frederick, Md., since 1951.

Rhodes, Harry C., B.S.'35, Washington Col.; M.Ed.'47, Univ. of Md.; Queen Anne's Co. Supt. of Sch., Centreville, Md., since 1952.

Rizer, Richard T., B.S.'24, M.A.'31, Univ. of Md.; Asst. Supt. of Sch., Cumberland, Md., since 1945.

Roberts, Clarence J., B.S.'32, M.A.'40, Tchrs. Col., Columbia Univ.; Prin. of Pub. Sch. 100, Baltimore, Md., since 1928.

Robertson, E. A., B.A.'34, Union Col. (Nebr.); M.A.'41, Univ. of Nebr.; Secy. of Educ., Columbia Union Conference of Seventh-Day Adventists, Takoma Park, Md., since 1953.

Sartorius, William Schoolfield, A.B.'32, Amherst Col.; M.A.'33, Duke Univ.; Asst. Dir. of Finance and Research, State Dept. of Educ., Baltimore, Md., since 1952.

Schmidt, William S., A.B.'29, Franklin and Marshall Col.; A.M.'36, Tchrs. Col., Columbia Univ.; Prince Georges Co. Supt. of Sch., Upper Marlboro, Md., since 1951.

Schneider, Fern Duey, B.S. in Ed.'32, Nebr. Wesleyan Univ.; M.A.'34, George Washington Univ.; Ed.D.'40, Tchrs. Col., Columbia Univ. Address: 1542 Live Oak Dr., Silver Spring, Md.

Seidel, John J., B.S.'26, Tchrs. Col., Columbia Univ.; M.A.'40, George Washington Univ.; Asst. State Supt. of Sch. for Voc. Educ., State Dept. of Educ., Baltimore, Md., since 1937.

Sensenbaugh, James A., B.S.'36, M.A.'40, Ed.D.'51, Columbia Univ.; Asst. Supt. of Baltimore Co. Sch., Towson, Md., since 1946.

Skidmore, Howard James, B.A.'46, Western Md. Col.; M.A.'49, Univ. of Md.; Prin., Elem. and Jr. H. S., Hughesville, Md.

Smith, George F., Jr., B.A.'17, Univ. of Richmond; M.A.'21, Univ. of Pa.; Dir., Educ. Supplies and Equipment, City Sch., Baltimore, Md., since 1929.

Smith, Ross V., Member of Sch. Bd., Thurmont, Md.

Somers, Wilson E., A.B.'15, Col. of William and Mary; M.A.'23, Tchrs. Col., Columbia Univ.; Rep., Educ. Dept., Charles Scribner's Sons, New York, N. Y., since 1926. Address: 3333 N. Charles St., Baltimore, Md., since 1946.

Speicher, Ross, Vicepres., Garrett Co. Bd. of Educ., Accident, Md., since 1951.

Stapleton, Edward G., B.S.'17, Johns Hopkins Univ.; M.Ed'41, Univ. of Md.; Baltimore Co. Supt. of Sch., Towson, Md., since 1948.

Stein, Edwin, B.S.'33, Johns Hopkins Univ.; M.Ed.'51, Pa. State Col.; Asst. Supt. for General Admin., Pub. Sch., Baltimore, Md., since 1953.

Stern, Bessie C., A.B.'09, Cornell Univ.; Ed.M.'21, Harvard Univ. Address: 4013 Maine Ave., Baltimore, Md.

Stottler, Richard H., B.S.'35, N. Y. State Tchrs. Col., Buffalo; M.A.'48, New York Univ.; Dir. of Instr., Univ. of Md., College Park, Md.

Sylvester, Charles W., B.S. in M.E.'08, D.Sc.'48, Univ. of Md.; Asst. Supt. of Sch. in chg. of Voc. Educ., Baltimore, Md., since 1922.

Taylor, J. Carey, B.S.'22, M.A.'28, D.Ed. '30, Johns Hopkins Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1930.

Thompson, French W., A.B.'97, Ark. Col.; B.D.'02, Presbyterian Theol. Sem.; D.D. '20, Daniel Baker Col.; Pres. Emeritus, Greenbrier Jr. Col., Lewisburg, W. Va., since 1952. Address: 219 Monticello Ave., Salisbury, Md.

*Tietjen, Charles H., A.B.'47, M.A. in Ed. '48, Univ. of N. C.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Grad. Div., Loyola Col., Baltimore, Md., since 1953.

Tremonti, Joseph B., B.S.'36, Loyola Univ. (Ill.); M.A.'41, Catholic Univ. of America; Ed.D.'50, Temple Univ.; Prof. of Educ. and Dir. of Guidance, Mt. St. Mary's Col., Emmitsburg, Md., since 1952.

Trice, Otis M., B.A.'30, Western Md. Col.; M.Ed.'46, Univ. of Maine; Assoc. Supt. of Sch. in chg. of Admin. and Supvy. Functions, Hurlock, Md., since 1936.

*Van Zwoll, James A., A.B.'33, Calvin Col.; M.A.'37, Ph.D.'42, Univ. of Mich.; Prof. of Educ. Admin., Col. of Educ., Univ. of Md., College Park, Md., since 1948.

Walker, Edith V., M.Ed.'41, Johns Hopkins Univ.; Dir., Intermediate Educ., City Sch., Baltimore, Md., since 1952.

Walton, John, Ph.D.'50, Johns Hopkins Univ.; Asst. Prof., Dept. of Educ., Johns Hopkins Univ., Baltimore, Md., since 1953.

Webster, Ralph R., B.S.'21, St. John's Col., (Md.); M.A.'29, Univ. of Md.; Allegany Co. Supt. of Sch., Cumberland, Md., since 1952.

*Whitelaw, John B., Ph.B.'29, Ph.D.'35, Yale Univ.; Mgmt. Consultant, U. S. Government, since 1951. Address: RFD 1, Glen Hills, Rockville, Md.

*Whiteside, Harold C., B.S.'24, M.A.'26, Univ. of Pa.; Viceprin. of Cambridge H. S., Cambridge, Md.

Willis, Charles W., A.B.'30, Western Md. Col.; M.A.'34, Columbia Univ.; Harford Co. Supt. of Sch., Bel Air, Md., since 1945.

Wilson, Theodore Halbert, A.B.'07, A.M. '08, Ed.M.'28, Ed.D.'35, Harvard Univ.; S.T.B.'11, Union Theol. Sem.; Pres., Univ. of Baltimore, Baltimore, Md., since 1940.

*Woollatt, Lorne Hedley, B.A.'30, B.Ed. '39, M.Ed.'44, Univ. of Saskatchewan; Ph.D.'48, Columbia Univ.; Dir. of Research, Pub. Sch., Baltimore, Md., since 1953.

Yingling, John E., Sr., A.B.'24, Western Md. Col.; Supt. of Howard Co. Sch., Ellicott City, Md., since 1949.

Zimmerman, David W., A.B.'23, Franklin and Marshall Col.; A.M.'27, Columbia Univ.; D.Ed.'48, Johns Hopkins Univ.; Asst. State Supt. of Finance and Research, State Dept. of Educ., Baltimore, Md., since 1950.

MASSACHUSETTS

Abernethy, Thomas James, A.B.'17, Harvard Univ.; M.Ed.'34, Ed.D.'40, Boston Univ.; Supt. of Sch., Westfield, Mass., since 1947.

Agard, Irving H., B.A.'39, Lafayette Col.; Ed.M.'47, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch., Wilbraham, Mass., since 1952.

Anderson, Gerald W., M.A.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mansfield, Mass., since 1950.

Anderson, Marion, B.A.'24, M.A.'26, Ph.D. '35, State Univ. of Iowa; Ginn and Co., Boston Mass.

Anderson, Robert Henry, B.A.'39, M.A.'42, Univ. of Wis.; Ph.D.'49, Univ. of Chicago; Dir. of Elem. Sch. Apprentice Tchg., Harvard Univ., Cambridge, Mass., since 1954.

Anketell, Richard N., A.B.'26, Bates Col.; M.Ed.'38, Boston Univ.; Supt. of Sch., Framingham, Mass.

*Antony, Paul U., B.S.'33, Univ. of Dayton; M.A.'43, Tchrs. Col., Columbia Univ.; Prin., Pub. Sch., Wakefield, Mass., since 1950.

Appleton, William B., A.B.'13, Harvard Univ.; Supt. of Sch., Leominister, Mass., since 1937.

Austin, George R., A.B.'33, Bates Col.; Ed.M.'41, Harvard Univ.; Supt. of Sch. Union 38, Middleboro, Mass., since 1941.

Bacon, Charles Edward, A.B.'96, Harvard Univ.; Publisher, Allyn and Bacon, Boston, Mass., since 1916.

Bailey, Hamilton R., B.S., Bates Col.; LL.B.'30, American Extension Univ.; Supt. of Sch., Rehoboth, Mass., since 1953.

Bain, Winifred E., Ph.B.'24, Univ. of Chicago; M.A.'26, Ph.D.'29, Columbia Univ.; Pres., Wheelock Col., Boston, Mass., since 1940.

Baird, Paul R., A.B.'12, A.M.'15, Hamilton Col.; M.Ed.'42, Springfield Col.; Supt. of Sch., Ludlow, Mass.

Banning, Evelyn Irene, A.B.'26, Univ. of Calif., Los Angeles; M.A.'28, Mills Col.; Ed.D.'52, Harvard Univ.; Asst. Prof. of Psych. and Educ., Wheaton Col., Norton, Mass., since 1953.

Barber, Anson B., M.B.A.'31, Harvard Univ.; M.A.'35, Colo. State Col. of Educ.; Ed.D.'42, Harvard Univ.; Supt. of Sch., Attleboro, Mass.

Barry, William R., A.B.'14, Georgetown Univ.; H.M.'47, Ed.M.'52, Springfield Col.; Supt. of Sch., Northampton, Mass., since 1937.

Benne, Kenneth D., B.S.'30, Kansas State Col.; M.A.'36, Univ. of Mich.; Ph.D. '44, Columbia Univ.; Berenson Prof. of Human Relations and Dir., Human Relations Center, Boston Univ., Boston, Mass., since 1953.

Bierkoe, George O., A.B.'22, Litt.D.'46, Muhlenberg Col.; B.D.'25, Lutheran Theol. Sem.; M.A.'35, N. Y. Univ.; Pres. and Chaplain, Endicott Jr. Col., Beverly, Mass., since 1939.

Biggy, M. Virginia, B.S. in Ed.'45, Ed.M. '46, Boston Univ.; Dir. of Elem. Educ., Pub. Sch., Concord, Mass., since 1947.

Billett, Roy O., B.S.'23, M.A.'27, Ph.D.'29, Ohio State Univ.; Prof. of Educ., since 1935, and Chmn., Dept. of Educ., Grad. Sch., Boston Univ., Boston, Mass., since 1944.

Billings, Maurice P., A.B.'29, Univ. of Maine; M.Ed.'48, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch., Lunenberg, Mass., since 1954.

Black, William B., B.S. in Ed.'39, Boston Univ.; M.Ed.'50, Harvard Univ.; Sch. Plant Specialist, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1950.

Blanchard, Milton C., B.S. in Ed.'40, M.Ed.'52, Tufts Col.; Supt. of Sch., Dartmouth, Mass., since 1952.

Boland, Ruth F., B.A. in Ed.'31, Boston Univ.; M.A.'41, Tchrs. Col., Columbia Univ.; Ed.D.'46, Harvard Univ.; Dir., Bur. of Child Services, Pub. Sch., Cambridge, Mass., since 1948.

Bowman, Grover C., B.A.'06, Williams Col.; M.A.'12, Yale Univ.; Ed.D.'42, R. I. Col. of Educ.; Pres., State Tchrs. Col., North Adams, Mass., since 1937.

Boyden, George H., A.B.'05, Harvard Col.; Asst. Supt. of Sch., Worcester, Mass., since 1944.

Bradley, Clifton E., B.S.'26, Colgate Univ.; M.Ed.'33, Boston Univ.; Supt. of Sch. Union 14, Hanover, Mass., since 1943.

Brennan, Fred J., A.B.'17, A.M.'18, Clark Univ.; LL.B.'32, Northeastern Univ.; Asst. Supt. of Sch., Worcester, Mass., since 1943.

Bristol, Gilbert D., Jr., M.S.'45, Univ. of Mass.; Supt. of Sch., Abington, Mass., since 1948.

Buker, William H., A.B.'10, Bates Col.; M.A.'24, Columbia Univ.; Supt. of Sch. Union 27, Holden, Mass., since 1948.

Burch, Robert L., B.A.'34, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, State Univ. of Iowa; Ph.D.'49, Duke Univ.; Assoc. Prof., Sch. of Educ., Boston Univ., since 1949, and Editor of Elem. Textbooks, Ginn and Co., Boston, Mass., since 1950.

Burgess, Joseph R., B.S. in Ed.'30, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch. Union 26, Sturbridge, Mass., since 1937.

Burke, Arthur E., A.B.'19, Boston Col.; Supt. of Sch., Turners Falls, Mass., since 1937.

Burke, W. Kenneth, B.S. in Ed.'22, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch., New Bedford, Mass., since 1946.

Burns, David A. J., B.S.'31, M.A. in Ed. '33, Boston Univ.; Prin., James M. Morton Jr. H. S., Fall River, Mass., since 1951.

Canty, William Paul, A.B.'22, Boston Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch., Everett, Mass., since 1953.

Carbone, Peter F., B.B.A.'21, Ed.M.'38, Boston Univ.; LL.B.'28, Suffolk Univ.; Supt. of Sch., Salem, Mass., since 1946.

Castaldi, Basil, A.B.'36, M.A.'37, Clark Univ.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Sch. Plant Specialist, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1952.

Caverly, Ernest R., A.B.'15, Harvard Univ.; A.M.'27, Columbia Univ.; D.A.O. '52, Staley Col. of the Spoken Word; Supt. of Sch., Brookline, Mass., since 1931.

Chace, Edward Kip., Ph.B.'26, A.M.'35, Brown Univ.; Supt. of Sch., Scituate, Mass., since 1951.

Chace, Frank C., A.B.'27, Ed.M.'37, Harvard Univ.; Supt. of Sch., Gardner, Mass., since 1946.

Chace, Ruth E., B.S. in Ed.'45, Boston Univ.; Prin. of Sarah D. Ottiwell Sch., New Bedford, Mass., since 1945.

Chaffee, John B., Ph.B.'31, M.A.'36, Brown Univ.; Supt. of Sch., Wellesley, Mass., since 1954.

Chandler, Douglas A., Ed.M.'40, Boston Univ.; Supt. of Sch., Hamilton, Mass., since 1952.

Christie, Lindon E., B.S.'30, Colby Col.; M.Ed.'40, Univ. of Maine; Supt. of Sch., East Bridgewater, Mass., since 1951.

Clark, A. A., Houghton Mifflin Co., Boston, Mass.

Clark, E. Everett, A.B.'06, Dartmouth Col.; Dir. of Univ. Extension, State Dept. of Educ., Boston, Mass., since 1944.

Clark, James, B.A.'30, Dartmouth Col.; Ed.M.'40, Boston Univ.; Supt. of Sch., Agawam, Mass., since 1954.

Coleman, Aura W., A.B.'28, M.Ed.'40, Bates Col.; Supt. of Sch., Marblehead, Mass., since 1948.

Cook, Albert C., B.S. in Ed.'28, M.S. in Ed.'42, Univ. of Mass.; Supt. of Sch., Ashland, Mass., since 1952.

Cornell, Ethel L., A.B.'14, Cornell Univ.; Ph.D.'19, Columbia Univ.; Assoc. in Educ. Research, State Educ. Dept., Albany, N. Y., 1920-54 (retired). Address: Barnstable, Mass.

Cotton, Dana Meserve, A.B.'28, Univ. of N. H.; Ed.M.'43, Harvard Univ.; Dir. of Placement, Grad. Sch. of Educ., since 1944, Assoc. Dir. of Summer Sch., since 1947, and Asst. to the Chmn. of the Committee on Admission in Harvard Col., Harvard Univ., Cambridge, Mass., since 1948.

Crossley, B. Alice, B.S. in Ed.'44, M.Ed. '46, Ed.D.'48, Boston Univ.; Assoc. Prof. of Educ., Boston Univ., Boston, Mass.

Curtin, Thomas Joseph, A.B.'34, Harvard Col.; Ed.M.'39, Harvard Grad. Sch. of Educ.; Dir. of American Citizenship, Mass. State Dept. of Educ., Boston, Mass., since 1952.

Cushing, J. Stearns, Supt. of Sch., Middleboro, Mass., since 1927.

Davis, John Bradford, Jr., B.A.'44, Univ. of N. H.; M.Ed.'49, Grad. Sch. of Educ., Harvard Univ.; Exec. Secy., New England Sch. Development Council, Cambridge, Mass., since 1950.

Davis, Orrin C., B.Sc.'21, Univ. of Mass.; M.Ed.'32, Boston Univ.; Supt. of Sch., Winthrop, Mass., since 1946.

Davoren, David I., A.B.'30, Col. of the Holy Cross; M.Ed.'40, Boston Univ.; Supt. of Sch., Milford, Mass., since 1947.

Delaney, Frederick J., B.A.'35, Boston Col.; M.Ed.'42, Boston Univ.; Supt. of Sch., Wrentham, Mass., since 1951.

Desmond, John J., Jr., A.B.'09, Harvard Univ.; A.M.'10, Harvard Grad. Sch.; D.Ed.'49, Suffolk Univ.; State Commr. of Educ., State Dept. of Educ., Boston, Mass., since 1946.

Dexter, William A., A.B.'28, Clark Univ.; A.M.'36, Univ. of Mich.; Supt. of Sch., Easthampton, Mass., since 1945.

Diggle, Elliott Arnold, B.S.'34, Colby Col.; M.A.'36, Boston Univ.; Ed.M.'43, Harvard Univ.; Supt. of Pepperell-Dunstable-Tyngsborough Sch. Union 53, Pepperell, Mass., since 1951.

Dirks, Bernhard, B.S.'15, Univ. of Ill.; M.A.'18, Harvard Univ.; Architect, Greenfield, Mass., since 1926.

Doherty, Leo T., B.S.E.'27, Mass. Sch. of Art.; Ed.M.'31, Boston Col.; Ed.D.'54, Harvard Univ.; Asst. Supt. of Sch., Worcester, Mass., since 1950, Educ. Consultant since 1949, and Member of Faculty, Col. of Educ., Northeastern Univ., Boston, Mass., since 1954.

Domas, Simeon J., A.B.'32, Harvard Univ.; Ed.M.'36, Tchrs. Col. of the City of Boston; Specialist in Sch. Dist. Organization, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1950.

Donahue, Leo C., A.B.'29, A.M.'30, Ph.D. '42, Boston Col.; Ed.M.'48, Tufts Col.; Ed.D.'54, Suffolk Univ.; Asst. Supt. of Sch., Somerville, Mass., since 1941.

Dopp, Raymond Douglas, B.S.'37, M.A.'38, Univ. of Vt.; Supt., Ashby-Townsend Sch. Union 24, Townsend, Mass., since 1954.

Dow, Donald S., B.S.Ed.'49, Gorham State Tchrs. Col. (Maine); Supt. of Sch., Hopedale, Mass., since 1951.

Driscoll, Martina McDonald, LL.B.'27, Portia Law Sch.; A.B.'38, Calvin Coolidge Col.; State Supvr. of Music, State Dept. of Educ., Boston, Mass., since 1936.

Durrell, Donald D., A.B.'26, A.M.'27, State Univ. of Iowa; Ed.D.'30, Harvard Univ.; Dean and Prof. of Educ., Sch. of Educ., Boston Univ., Boston, Mass., since 1930.

Dyer, Lester J., M.Ed.'50, Mass. State Tchrs. Col., Worcester; Supt. of Sch., Shrewsbury, Mass., since 1952.

Eaton, E. Perley, B.S.'27, Tufts Col.; M.A. '32, Boston Univ.; M.Ed.'39, Harvard Univ.; Supt. of Sch., Athol, Mass., since 1949.

Eaton, Ralph A., A.B.'08, Norwich Univ.; Acting Supt. of Sch., Dedham, Mass., 1953-54 (retired).

Edgar, William J., B.S.Ed.'41, Mass. State Tchrs. Col., Bridgewater; Ed.M.'49, Boston Univ.; Supt. of Sch. Union 32, New Salem, Mass., since 1953.

Ehnes, Albert F., B.S.E.'30, Mass. State Tchrs. Col., Bridgewater; M.S.E.'37, Boston Univ.; Supt. of Sch., Seekonk, Mass., since 1953.

English, Fred Charles, A.B.'16, Colby Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., Amesbury, Mass., since 1934.

Erickson, Edward I., B.S.'28, Bates Col.; Ed.M.'37, Univ. of N. H.; Supt. of Sch., Andover, Mass., since 1953.

Esten, Richard Stewart, A.B.'14, Middlebury Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rockland, Mass., since 1929.

Farrell, John Franklin, A.B.'18, Univ. of Mich.; M.Ed.'35, Boston Univ.; Supt. of Sch., Adams, Mass., since 1936.

Fink, Aaron, B.S.'43, Rutgers Univ.; Ed.M. '46, Harvard Univ.; Prin. of H. S., Stoughton, Mass., since 1953.

Fitzgerald, Pierce Joseph, A.B.'27, Boston Col.; Ed.M.'49, C.A.G.S.'54, Boston Univ.; Tchr.-in-chg., Audio-Visual Educ., Rindge Tech. Sch., Cambridge, Mass., since 1954.

Fitzpatrick, Gordon H., B.S.'33, Tufts Col.; Ed.M.'39, Boston Univ.; Supt. of Sch. Union 50, Blackstone, Mass., since 1952.

Fitzpatrick, John L., B.S. in Ed.'37, Mass. State Tchrs. Col., Hyannis; Supt. of Sch., Chicopee, Mass., since 1946.

Fogg, Laurence A., B.S. in Ed.'43, Mass. State Tchrs. Col., Bridgewater; Ed.M. '49, Mass. State Tchrs. Col., Fitchburg; Supt. of Sch. Union 6, Sterling, Mass., since 1943.

Forbes, Ernest F., B.S.'23, Ed.M.'34, Univ. of N. H.; D.Ed.'49, Columbia Univ.; Dana Hall, Wellesley, Mass., since 1954. Address: 8 Oxbow Rd., Natuck, Mass.

Galligan, Harold H., A.B.'21, Col. of the Holy Cross; A.M.'31, Brown Univ.; Supt. of Sch., Taunton, Mass., since 1949.

Gardner, Charles Warren, B.S. in Ed.'41, M.Ed.'48, Boston Univ.; Supt. of Sch. Union 28, Ashfield, Mass., since 1951.

Giaudrone, Angelo, B.A.'35, M.A.'48, State Col. of Wash.; Ed.D.'53, Harvard Univ.; Dir., CPEA in New England, Harvard Univ., Cambridge, Mass., since 1953.

Gibbons, Joseph H., B.A.'33, Boston Col.; M.Ed.'36, Harvard Univ.; Supt. of Sch., Stoughton, Mass., since 1948.

Gifford, Flavel M., B.S.'20, Mass. State Col.; M.Ed.'30, Harvard Univ.; Supt. of Sch. Union 22, Fairhaven, Mass., since 1939.

Gilgan, H. C., Supt. of Sch. Union 31, Avon, Mass.

Gilman, Marion C., B.S.E.'21, A.M.'22, Boston Univ.; Ed.M.'40, Tchrs. Col. of the City of Boston; Head of English Dept., Brighton, H. S., Brighton, Mass., since 1950.

Gilson, Harry V., B.S.'30, D.Sc. in Ed.'45, Temple Univ.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Winchester, Mass., since 1953.

Glenn, John, B.S. in Ed.'34, Mass. State Tchrs. Col., Bridgewater; M.S. in Ed.'48, Boston Univ.; Supt. of Sch., Canton, Mass., since 1952.

Goodell, George S., B.Sc.'24, M.A.'25, New York Univ.; Supt. of Sch., Billerica, Mass., since 1953.

Goodrich, Ralph W., B.S.'32, Univ. of N. H.; M.A.'45, Univ. of Conn.; Supt. of Amherst-Pelham Sch. Union 29, Amherst, Mass., since 1953.

Goodwin, A. Jerome, B.S.'28, Dartmouth Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Agawam, Mass., 1950-54.

Gores, Harold B., B.S.'31, Mass. State Tchrs. Col., Bridgewater; M.Ed.'38, Harvard Univ.; Supt. of Newton Sch., Newtonville, Mass., since 1949.

Gossard, Arthur Paul, A.B.'21, Ohio State Univ.; M.A.'26, Ph.D.'40, Univ. of Chicago; Supt. of Sch., Quincy, Mass., since 1944.

Gotschall, John H., Ed.D.'42, Harvard Univ.; Supt. of Sch., Auburn, Mass.

Goward, Paul F., B.S.'16, Dartmouth Col.; Bus. Mgr., *School Arts Magazine*, Worcester, Mass., since 1925.

Grandy, L. Munro, B.S.'30, Norwich Univ.; M.Ed.'41, Bates Col.; Supt. of Sch., Gloucester, Mass., since 1952.

Grant, Francis V., B.S.'21, Colgate Univ.; Supt. of Sch., Williamstown, Mass., since 1922.

Greenman, Richard Baker, A.B.'27, Harvard Univ.; Ed.M.'39, Boston Univ.; Supt. of Sch., Swansea, Mass., since 1946.

Gross, Calvin E., A.B.'40, Univ. of Calif. at Los Angeles; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Sch., Weston, Mass., since 1951.

Grout, M. A., Asst. Mgr., Holden Patent Bk. Cover Co., Springfield, Mass., since 1927.

Gunn, James L., B.S.'31, Springfield Col.; M.Ed.'45, Univ. of Vt.; Supt. of Sch., Groton, Mass., since 1954.

Gunn, Mary Agnella, Ph.D.'35, Univ. of Iowa; Prof. of Educ., Boston Univ., Boston, Mass., since 1947.

Haley, Dennis C., A.B.'15, A.M.'22, LL.D. '45, Col. of the Holy Cross; Ed.M.'25, Harvard Univ.; Supt. of Pub. Sch., Boston, Mass., since 1948.

Hall, Clifford R., A.B.'20, Tufts Col.; Ed.M. '21, Harvard Univ.; Supt. of Sch., Arlington, Mass., since 1942.

Hallowell, Philip M., B.S.Ed.'35, M.Ed.'47, Boston Univ.; Supt. of Sch. Union 10, Shelburne Falls, Mass., since 1951.

Handy, Everett L., B.S.'34, Boston Univ.; Ed.M.'38, Ed.D.'45, Harvard Univ.; Supt. of Sch., Duxbury, Mass., since 1950.

Harriman, Edwin J., B.S.'21, M.Ed.'35, Bates Col.; Supt. of Sch. Union 54, Harvard, Mass., since 1952.

Hassett, J. Frank, Ph.B.'30, Col. of the Holy Cross; M.S.'36, Univ. of Mass.; Supt. of Sch., Woburn, Mass., since 1945.

Hawkes, Franklin Powers, A.B.'17, Amherst Col.; A.M.'21, Ph.D.'27, Boston Univ.; Dir., Fair Educ. Practices, State Dept. of Educ., Boston, Mass., since 1950.

Heath, C. Newton, M.Ed.'47, Univ. of N. H.; Supt. of Sch., Stoneham, Mass., since 1953.

Hempel, Edward C., Ph.B.'08, Brown Univ.; M.Ed.'34, Harvard Univ.; Supt. of Sch., Orange, Mass., since 1929.

Hendershot, John B., B.S. in Ed.'30, Ed.M. '33, Boston Univ.; Supt. of Sch., Wakefield, Mass.

Hendricks, Archie E., Ph.D.'49, Univ. of Chicago; Asst. Supt. of Sch., Brookline, Mass., since 1953.

Hennessey, James F., A.B.'20, M.Ed.'28, Harvard Univ.; Supt. of Sch., Lawrence, Mass., since 1946.

Herlihy, J. Frank, A.B.'28, Boston Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Chelsea, Mass., since 1942.

Herman, Beaumont A., A.B.'30, A.M.'31, Harvard Univ.; Ph.D.'37, Boston Col.; Supt., Northbridge Sch., Whitinsville, Mass., since 1948.

Herrschaft, Howard G., A.B.'23, Eastern Nazarene Col.; M.A.'34, New York Univ.; Supt. of Sch., Longmeadow, Mass., since 1948.

Hetherman, Patrick J., B.S.'29, Lowell Textile Inst.; Asst. Supt. of Sch., Lowell, Mass., since 1947.

Higgins, J. Henry, A.B.'21, Boston Col.; LL.B.'26, Suffolk Univ.; M.A.'32, Boston Col.; Asst. Supt. of Sch., Peabody, Mass., since 1946.

Hill, Allen J., B.A.'27, Brigham Young Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Dalton, Mass., since 1942.

Hilyard, Harry Young, M.Ed.'53, Boston Univ.; Supt. of Grafton-Upton Sch. Union 8, Grafton, Mass., since 1953.

Holloway, George E., Jr., Litt.B.'29, M.Ed. '33, Rutgers Univ.; Research Asst., Center for Field Studies, Harvard Univ., Cambridge, Mass., since 1953.

Holmes, Chester W., S.B.'16, Ed.M.'24, Harvard Univ.; Ed.D.'36, George Washington Univ.; Supt. of Sch., Malden, Mass., since 1946.

Hooper, Bertrand, B.S.'30, Boston Univ.; Supt. of Sch., Medford, Mass., since 1952.

Hopkins, L. Thomas, A.B.'10, A.M.'11, Tufts Col.; Ed.D.'22, Harvard Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., 1929-54 (retired). Address: Hophill, Truro, Mass.

Houston, John, B.S. in Ed.'39, Ed.M.'48, Boston Univ.; Supt. of Barre-Hardwick-Petersham Sch. Union 2, Barre, Mass., since 1953.

Hoyt, H. Dean, Supt. of Sch., Lancaster, Mass.

Hoyt, Herbert E., A.B.'31, M.A.'38, Bates Col.; Supt. of Sch. Union 17, Harwich, Mass., since 1947.

Huff, Eleanor L., B.S.Ed.'43, Mass. State Tchrs. Col., Framingham; Ed.M.'50, Harvard Univ.; Asst. Dir. of Tchr. Tr., Lesley Col., Cambridge, Mass., since 1951.

Hunt, Albert F., Jr., Ph.B.'26, Brown Univ.; M.A.'38, New York Univ.; Supt. of Sch., Bridgewater, Mass., since 1940.

Hunt, Herold C., A.B.'23, A.M.'27, Univ. of Mich.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1947-48; Prof. of Educ., Charles William Eliot Chair, Grad. Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1953.

Ireland, Everett W., B.S.'11, Tufts Col.; Supt. of Sch., Somerville, Mass., since 1928.

Jarvis, Robert J., B.S.'37, M.A.'40, Tufts Col.; Supt. of Sch., East Longmeadow, Mass., since 1953.

Jeffords, H. Morton, A.B.'14, Syracuse Univ.; A.M.'32, New York Univ.; Supt. of Sch., Chelmsford, Mass., since 1947.

Jenkins, Ethel M., B.S. in Ed.'44, Mass. State Tchrs. Col., Salem; Ed.M.'48, Ed.D. '53, Boston Univ.; Elem. Prin., Heath-Baldwin Sch., Brookline, Mass., since 1953.

Johndroe, M. Elizabeth, B.A.'36, Wellesley Col.; Prin., House in the Pines, Norton, Mass., since 1948.

Johnston, Ida M., Instr. in Educ., Boston Univ., Boston, Mass.

Jones, Arthur C., M.Ed.'38, Boston Univ.; Supt. of Sch., Walpole, Mass., since 1931.

Jones, Donovan S., B.S.'17, Univ. of Vt.; M.A.'37, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Winchendon, Mass., since 1940.

Jones, Sherman H., Prin. Architect, W. H. Jones and Son, Melrose, Mass., since 1930.

Kelly, Francis A., A.B.'24, M.A.'25, Boston Col.; Supt. of Sch., Watertown, Mass., since 1939.

Kelly, Marcella R., B.S.'36, Mass. State Tchrs. Col., Fitchburg; M.A.'38, Columbia Univ.; Ph.D.'45, Yale Univ.; Asst. Supt. of Sch., Holyoke, Mass., since 1945.

Kenyon, Alfred R., Supt. of Sch. Union 12, Bass River, Mass.

Keppel, Francis, A.B.'38, Harvard Univ.; Dean, Faculty of Educ., Harvard Univ., Cambridge, Mass., since 1948.

Kiernan, Owen B., B.S.'35, Mass. State Tchrs. Col., Bridgewater; Ed.M.'40, Boston Univ.; Ed.D.'50, Harvard Univ.; Supt. of Sch., Milton, Mass., since 1951.

Kiley, M. Marcus, B.A.'14, Clark Univ.; M.Ed.'40, Boston Univ.; Asst. Supt. of Sch., Springfield, Mass., since 1949.

King, Starr M., B.Sc.'21, Mass. State Col.; M.Ed., Harvard Univ.; Supt. of Sch., Beverly, Mass., since 1935.

Knight, Melvin Colby, B.S.'13, Bates Col.; Ed.M.'34, Harvard Univ.; Supt. of Barnstable Schs., Hyannis, Mass., since 1934.

Ladd, Harold Marden, B.S.'20, M.Ed.'37, Univ. of N. H.; Supt. of Sch. Union 5, Monson, Mass., since 1942.

Laurits, James D., B.E.'40, Yale Univ.; M.Ed.'47, Univ. of Chicago; Dir., Newton Jr. Col., Newtonville, Mass.

Lawler, Frank D., B.S. in Ed.'33, Univ. of Maine; M.A. in Ed.'46, Univ. of Conn.; Supt. of Sch., Manchester, Mass., since 1953.

Lord, Arthur Bertelle, Jr., A.B.'35, Tufts Col.; M.Ed.'43, Boston Univ.; Supt. of Sch., Reading, Mass., since 1948.

Lynch, Lincoln D., A.B.'21, Boston Col.; Ed.M.'39, Boston Univ.; Supt. of Sch., Norwood, Mass., since 1936.

Lynch, William S., A.B.'25, Col. of the Holy Cross; A.M.'31, Harvard Univ.; Supt. of Sch., Fall River, Mass., since 1945.

McAuliffe, Mary F., B.S. in Ed.'27, Tchrs. Col. of the City of Boston; M.E.'28, Boston Univ.; Ph.D.'35, Boston Col.; Headmaster, Robert Treat Paine Sch., Dorchester, Mass., since 1941.

McCaffrey, Donald F., B.S. in Ed.'37, Mass. State Tchrs. Col., Fitchburg; M.Ed.'43, Boston Univ.; Supt. of Sch., Palmer, Mass., since 1951.

McCarn, Robert H., B.A.'29, Col. of the Holy Cross; M.Ed.'48, Boston Col.; Supt. of Sch., Fitchburg, Mass., since 1954.

McCartin, Vincent M., A.B.'22, Col. of the Holy Cross; LL.B.'26, Northeastern Univ.; Supt. of Sch., Lowell, Mass., since 1933.

McCloskey, Walter H., B.A.'29, Col. of the Holy Cross; Ed.M.'34, Harvard Univ.; Supt. of Sch., Uxbridge, Mass., since 1947.

McCracken, W. Allan, B.S. in Ed.'35, M.Ed. '49, Boston Univ.; Supt. of Sch., Westminster, Mass., since 1953.

McDevitt, John W., B.A.'28, M.A.'29, Boston Col.; Supt. of Sch., Waltham, Mass.

McFadden, Ruth B., B.S. in Ed.'34, Ed.M. '36, Boston Univ.; Asst. Supt. of Sch., New Bedford, Mass., since 1952.

McGinn, Lawrence G., Ph.B.'31, Brown Univ.; M.Ed.'44, Harvard Univ.; Deputy Supt. of Sch., Lynn, Mass., since 1945.

Mahoney, John J., A.B.'03, Ed.M.'22, Ed.D. '44, Harvard Univ.; Dir., Civic Educ. Project, Tufts Col., Medford, Mass., since 1948.

Makechnie, George K., B.S.'29, Ed.M.'34, Boston Univ.; Dean, Sargent Col. of Physical Educ. for Women, Boston Univ., Cambridge, Mass., since 1945.

Malin, Donald F., Pres., C. C. Birchard and Co., Boston, Mass.

Manley, Daniel A., B.S. in Ed.'25, Mass. State Tchrs. Col., Salem; M.Ed.'40, Tufts Col.; Asst. Supt. of Sch., Medford, Mass., since 1952.

Mann, Gilbert C., B.S.'15, Univ. of Vt.; M.Ed.'38, Boston Univ.; Supt. of Easton Schs., North Easton, Mass., since 1925.

Mapes, Elmer Stephens, A.B.'20, Alfred Univ.; A.M.'23, Cornell Univ.; Supt. of Weymouth Schs., East Weymouth, Mass., since 1945.

*Marshall, John E., A.B.'36, A.M.'37, W. Va. Univ.; Administrator, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1948.

Martinson, Edwin A., M.A. in Ed.'33, Tufts Col.; Supt. of Sch., Marshfield, Mass., since 1953.

Mather, Richard B., B.A.'33, Yale Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., and Coordinator of Program in Elem. Educ., American International Col., Springfield, Mass., since 1949.

Merriam, Burr J., B.S.'16, Columbia Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Framingham, Mass., 1922-49 (retired). Address: 417 Main St., Wilbraham, Mass.

Merriam, Thornton W., A.B.'15, Harvard Col.; Ph.D.'34, Columbia Univ.; Dean, Springfield Col., Springfield, Mass., since 1946.

Merrill, Bert L., B.S.'24, Colby Col.; Ed.M. '46, Boston Univ.; Supt. of Sch. Union 52, West Bridgewater, Mass., since 1950.

Merson, Harry S., A.B.'29, Dartmouth Col.; Ed.M.'50, Harvard Univ.; Supt. of Sch., Falmouth, Mass., since 1952.

Miller, Charles A., A.B.'23, Franklin and Marshall Col.; Ed.M.'24, Harvard Univ.; Supt. of Sch. Union 18, South Hadley Falls, Mass., since 1944.

Miller, Fred W., B.S.'18, St. Lawrence Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Holliston, Mass., since 1924.

Mitchell, John J., B.A.'17, Seton Hall Col.; Supt. of Sch., Clinton, Mass., since 1946.

Moran, Francis M., B.S. in Ed.'36, Mass. State Tchrs. Col., Bridgewater; Prin. of H. S., Kingston, Mass., since 1944.

Morgan, Jesse J., B.S.'26, Dartmouth Col.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Saugus, Mass., since 1951.

Morrill, Radcliffe, A.B.'28, St. Stephen's Col.; Ed.M.'39, Harvard Univ.; Supt. of Sch., Concord, Mass., since 1950.

Mott, Arthur J., A.B.'16, Middlebury Col.; A.M.'27, Brown Univ.; Supt. of Sch., North Attleboro, Mass., since 1949.

Murphy, Helen A., B.S. in Ed'39, M.A.'40, Ed.D.'43, Boston Univ.; Prof. of Educ., Dir. of Elem. Educ., Boston Univ., Boston, Mass.

Nelson, Edwin A., B.S.'35, Ed.M.'40, Boston Univ., Supt. of Sch., Brockton, Mass., since 1942.

Nelson, Milton H., B.S. in Ed.'36, M.Ed. '47, Boston Univ.; Supt. of Sch., Nahant, Mass., since 1949.

Nesmith, R. A., B.A.'24, Union Col. (Nebr.); Educ. Secy., Atlantic Union Conference of Seventh Day Adventists, South Lancaster, Mass., since 1947.

Newman, Derwood A., B.S.'22, Univ. of N. H.; Ed.M.'31, Ed.D.'35, Harvard Univ.; Supt. of Sch., Needham, Mass., since 1944.

Niven, Henry A., LL.B.'11, Syracuse Univ.; Vicepres., L. G. Balfour Co., Attleboro, Mass., since 1922.

Nock, Rupert A., Ph.B.'30, Brown Univ.; Ed.M.'38, Boston Univ.; Supt. of Sch., Newburyport, Mass., since 1946.

Norton, Harold G., B.S.'32, Bates Col.; Supt. of Sch. Union 47, Ayer, Mass., since 1944.

Nourse, Laurence G., A.B.'17, Dartmouth Col.; A.M.'20, Harvard Univ.; Supt. of Sch. Union 48, Norton, Mass., since 1924.

O'Brien, Francis J., A.B.'16, A.M.'31, Harvard Univ.; Supt. of Sch., North Andover, Mass., since 1946.

O'Brien, Thomas F., A.B.'31, Ed.M.'41, Boston Col.; Asst. Supt. of Sch., Watertown, Mass., since 1947.

O'Connor, Mary Elizabeth, B.S. in Ed.'25, M.E.'26, Boston Univ.; Educ. Consultant, Boston, Mass., since 1953.

O'Toole, Austin J., B.S.Ed.'31, Mass. State Tchrs. Col., Bridgewater; M.Ed.'34, Boston Col.; Supt. of Sch., Somerset Centre, Mass., since 1946.

Oulton, Arthur C., B.S. in Ed.'36, Mass. State Tchrs. Col., Fitchburg; Ed.M.'40, Boston Univ.; Supt. of Sch. Union 56, West Boylston, Mass., since 1953.

Owen, Lyman B., A.B.'30, A.M.'37, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Wellesley, Mass., 1949-54 (retired). Address: Main St., Sherborn, Mass.

Palmer, James B., B.S.'21, Ph.D.'30, Cornell Univ.; Editor-in-Chief, Ginn and Co., Boston, Mass., since 1936.

Palmer, John C., A.B.'36, Tufts Col.; A.M.T. '42, Harvard Univ.; Dir. of Guidance, Pub. Sch., Concord, Mass., since 1951.

Parkman, Francis, A.B.'19, A.M.'29, Ph.D. '30, Harvard Univ.; Exec. Secy., Natl. Council of Independent Sch., Boston, Mass., since 1948.

Pearson, Whitman, B.S.'29, Univ. of Pa.; M.S. in Ed.'48, Boston Univ.; Supt. of Acton Sch., West Acton, Mass., since 1948.

Peck, William R., A.B.'16, M.A.'20, Col. of the Holy Cross; M.A.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Holyoke, Mass., since 1920.

*Peebles, James F., B.S.'31, Ed.M.'40, Boston Univ.; Supt. of Sch. Union 11, Bourne, Mass., since 1927.

Perry, Henry B., A.B.'39, Clark Univ.; Educ. Placement Officer, 308 Bay State Rd., Boston, Mass., since 1949.

Perry, Marvin B., A.B.'12, Univ. of Ga.; Pres., D. C. Heath and Co., Boston, Mass.

Perry, Peter F., M.Ed.'40, Boston Univ.; Supt. of Sch., Westford, Mass., since 1948.

Peterson, Carl J., Supt. of Sch., Belchertown, Mass., since 1953.

Phaneuf, Paul H., A.B.'35, Col. of the Holy Cross; M.A.'36, Univ. of N. H.; Supt. of Sch., Dracut, Mass., since 1947.

Pierce, Sydney G., B.S. in Ed.'40, Mass. State Tchrs. Col., Hyannis; Supt. of Sch., Westport, Mass., since 1953.

Poole, Roger K., B.S.'32, Tufts Col.; Ed.M. '33, Boston Univ.; Supt. of Sch. Union 3, Northborough, Mass., since 1948.

Porter, Frederick W., B.S.'14, Tufts Col.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Greenfield, Mass., since 1929.

Porter, Joseph B., B.S. in Ed.'49, Mass. State Tchrs. Col., Fitchburg; M.S.'51, Univ. of Mass.; Supt. of Sch., Hadley, Mass., since 1952.

Porter, Richard J., Supt. of Sch., Nantucket, Mass.

Power, Thomas F., A.B.'08, Amherst Col.; Supt. of Sch., Worcester, Mass., since 1943.

Preston, Kenneth Frank, A.B.'24, Cornell Univ.; A.M.'29, Columbia Univ.; Supt. of Sch., Great Barrington, Mass., since 1939.

Proctor, Ralph W., B.S.'21, Tufts Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Braintree, Mass., since 1946.

Purcell, William D., B.S.E.'36, Mass. State Tchrs. Col., Fitchburg; M.C.S.'45, Boston Univ.; Prin. of High Rock Elem. Sch., Needham, Mass., since 1953.

Quinn, James P., Jr., B.S.'36, Mass. State Tchrs. Col., Fitchburg; Ed.M.'40, Tufts Col.; Dir., Guidance and Placement, Pub. Sch., Medford, Mass., since 1951.

Rand, Harold T., B.S.'25, Univ. of N. H.; M.Ed.'32, Boston Univ.; Supt. of Sch., Melrose, Mass., since 1949.

Ray, Chester T., B.S. in Ed.'29, Mass. State Tchrs. Col., Bridgewater; Ed.M.'40, Boston Univ.; Supt. of Sch. Union 35, Kingston, Mass.

*Reed, Carroll R., B.A.'06, M.A.'14, Harvard Univ.; L.H.D.'35, Carleton Col.; Pres., American Assn. of Sch. Admin., 1940-41; Honorary Life Member, American Assn. of Sch. Admin. Address: Dunrovin, Orleans, Mass.

Rice, Frederick A., A.B.'08, Cornell Univ.; Chmn. of the Bd., and Pres., Ginn & Co., Boston, Mass., since 1942.

Richardson, Herman H., A.B.'29, Dartmouth Col.; A.M.'34, Columbia Univ.; Supt. of Sch., Sharon, Mass., since 1950.

Richer, Raymond C., Ph.B.'33, Col. of the Holy Cross; M.Ed.'37, Boston Univ.; Supt. of Sch., Marlboro, Mass., since 1953.

Richter, Charles O., A.B.'33, Bates Col.; M.Ed.'40, Boston Univ.; Asst. Supt. of Newton Pub. Sch., Newtonville, Mass., since 1944.

Ripley, William, Jr., Ph.B.'26, Brown Univ.; Ed.M.'43, Harvard Univ.; Supt. of Sch., Cohasset, Mass., since 1942.

Rivard, Thomas L., A.B.'39, A.M.'40, Tufts Col.; Supt. of Tewksbury-Middleton Sch. Union, Tewksbury, Mass., since 1951.

Roberts, Douglass B., B.S.'35, M.A.'36, Tufts Col.; Supt. of Sch., Lincoln, Mass., since 1953.

Robinson, Charles M., B.S.'21, A.M.'24, Boston Univ.; Supt. of Sch., Westboro, Mass., since 1949.

Robinson, Joseph, A.B.'29, Harvard Col.; LL.B.'32, Harvard Law Sch.; Legal Adviser, Sch. Bldg. Assistance Commn., Boston, Mass., since 1951.

Rolfe, John J., B.S. in Ed.'35, Conn. State Tchrs. Col., New Britain; M.Ed.'38, Bates Col.; Supt. of Sch., Wareham, Mass., since 1954.

Rose, Carleton F., B.S.E.'35, Mass. State Tchrs. Col., Bridgewater; M.E.'49, Boston Univ.; Supt. of Sch. Union 13, Warren, Mass., since 1951.

Ross, Charles F., B.S.'25, M.S.'41, Univ. of Mass.; Supt. of Truro-Provincetown-Wellfleet Sch. Union 15, Provincetown, Mass., since 1949.

Rowe, Percy L., Ed.M.'43, Boston Univ.; Supt. of Sch. Union 16, Bellingham, Mass., since 1943.

Rowell, Edwin W., A.B.'29, Ed.M.'34, Harvard Univ.; Supt., Sch. Union 1, Baldwinsville, Mass.

Roy, George C., A.B.'34, Providence Col.; Ed.M.'39, Boston Univ.; Supt. of Sch. Union 39, Millis, Mass.

Roy, Robert T., B.S. in Ed.'40, Mass. State Tchrs. Col., Hyannis; M.Ed.'46, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch., Marion, Mass., since 1953.

Russell, Edward J., A.B.'17, Col. of the Holy Cross; M.A.'27, Providence Col.; Ph.D.'50, Univ. of Ottawa; Supt. of Sch., Pittsfield, Mass., since 1934.

Sanders, William J., B.A.'28, Ph.D.'35, Yale Univ.; Supt. of Sch., Springfield, Mass., since 1950.

Sanford, Harold Ellis, A.B.'33, Harvard Univ.; A.M.'34, Ph.D.'38, Boston Col.; Asst. Headmaster, Patrick F. Gavin Jr. H. S., South Boston, Mass., since 1952.

Sargent, Cyril G., A.B.'33, M.A.'36, Brown Univ.; Ed.D.'48, Harvard Univ.; Dir., Center for Field Studies, and Assoc. Prof. of Educ., Harvard Univ., Cambridge, Mass., since 1949.

Savitt, Robert F., B.Ed.'46, Mass. State Tchrs. Col., Fitchburg; M.S.'48, Univ. of Mass.; Supt. of Sch., Ipswich, Mass., since 1952.

Scanlon, Edward J., A.B.'15, Col. of the Holy Cross; Ed.M.'35, Boston Univ.; Pres., State Tchrs. Col., Westfield, Mass., since 1938.

Scott, Walter E., B.S.'28, Ed.M.'41, Boston Univ.; Supt. of Tantasqua Regional Sch., Sturbridge, Mass., since 1953.

Scribner, Harvey B., B.S.'40, Maine State Tchrs. Col.; M.Ed.'51, Univ. of Maine; Supt. of Sch., Dedham, Mass., since 1954.

Sellig, George Arthur, Ph.B.'32, Providence Col.; M.A.'37, Columbia Univ.; Supt. of Sch. Union 45, Webster, Mass., since 1941.

Serviss, Trevor K., Ph.B.'23, Univ. of Chicago; M.A.'39, Northwestern Univ.; Editor in Chief, D. C. Heath and Co., Boston, Mass., since 1953.

Sherman, Kenneth L., '20, U. S. Naval Acad.; B.S.'39, Boston Univ.; Mgr., Sch. Furn. and Equip. Div., Milton Bradley Co., Springfield, Mass., since 1953.

Simpson, Alfred Dexter, A.B.'13, Ped.D.'41, Syracuse Univ.; M.A.'23, Yale Univ.; Ph.D.'27, Columbia Univ.; M.A.'42, Harvard Univ.; Prof. of Educ., Harvard Univ., Cambridge, Mass., since 1948.

Singleton, Carlton M., A.B.'41, M.A.'51, Brown Univ.; Instr. in Elem. Educ., Boston Univ., Boston, Mass., since 1951, and Prin., Countryside Elem. Sch., Newton, Mass., since 1953.

Smith, John Blackhall, B.S.'32, R. I. State Col.; M.Ed.'48, Boston Univ.; Supt. of Sch., Lexington, Mass., since 1952.

Somes, John, B.S.'31, Univ. of Mass.; Supt. of Sch. Union 40, Sheffield, Mass.

Souder, Rexford S., B.S.'35, N. J. State Tchrs. Col., Glassboro; A.M.'37, Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch. Union 25, Wayland, Mass., since 1952.

Spaulding, William E., A.B.'19, Harvard Univ.; Vicepres., Houghton Mifflin Co., Boston, Mass., since 1939.

Stephens, Ernest, A.B.'10, Dartmouth Col.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Lynn, Mass., since 1945.

Stonebrook, I. V., B.A.'37, Pacific Union Col. (Calif.); Supt. of Educ. Dept., Southern New England Conference of Seventh Day Adventists, South Lancaster, Mass., since 1953.

Stump, L. M., A.B.'26, Pacific Union Col.; M.A.'36, Univ. of Manila, (P. I.); Ph.D. '46, Univ. of Ariz.; Pres., Atlantic Union Col., South Lancaster, Mass., since 1953.

Sturke, Ralph C., B.S.'35, Univ. of Maine; Ed.M.'42, Boston Univ.; Supt. of Sch., Methuen, Mass., since 1953.

Suitor, Earl C., B.Ed.'34, R. I. Col. of Educ.; M.Ed.'46, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch. Union 34, Hinsdale, Mass., since 1945.

Sweatt, Chester V., B.S.'24, Univ. of Maine; M.Ed.'41, Western Reserve Univ.; Supt. of Sch. Union 20, Vineyard Haven, Mass., since 1952.

Swicker, Harold B., B.A. in Ed.'21, Univ. of Maine; M.A. in Ed.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch. Union 4, Chester, Mass., since 1930.

Taylor, Charles G., A.B.'24, Univ. of Maine; Ed.M.'33, Harvard Univ.; Supt. of Sch., Foxboro, Mass., since 1952.

Taylor, Robert N., B.Ch.E.'24, Northeastern Univ.; Ed.M.'34, Harvard Univ.; Supt. of Sch., North Adams, Mass., since 1948.

Thibadeau, Charles Raymond, B.S.'19, Bates Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Belmont, Mass., since 1947.

Thomas, Benjamin D., M.Ed.'49, Harvard Univ.; Supt. of Dover-Sherborn Sch. Union 57, Dover, Mass., since 1950.

*Thompson, Theron Barker, B.C.E.'31, B.S. '38, Northeastern Univ.; Ed.M.'33, C.A.G.S. '51, Boston Univ.; Supt. of Sch. Union 7, North Brookfield, Mass., since 1952.

Thurston, Edmund W., B.S.'27, Boston Univ.; Ed.M.'40, Univ. of N. H.; Supt. of Sch., Westwood, Mass., since 1949.

Tilton, John Philip, A.B.'23, Colby Col.; Ed.M.'27, Ed.D.'33, Harvard Univ.; Provost, since 1951, and Vicepres., Tufts Col., Medford, Mass., since 1954.

Tirrell, John Edward, A.B.'49, Hope Col.; M.A.'51, Univ. of Mich.; Research Asst., Center for Field Studies, Grad. Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1953.

Tobin, John M., A.B.'19, Boston Col.; LL.B. '28, Suffolk Law Sch.; Ed.M.'38, Boston Univ.; Supt. of Sch., Cambridge, Mass., since 1945.

Turner, F. Sumner, A.B.'24, Dartmouth Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch. Union 19, Northfield, Mass., since 1948.

VanderWerf, Lester S., A.B.'31, Hope Col.; M.A.'38, Tchrs. Col., Columbia Univ.; Ed.D.'51, Syracuse Univ.; Dean, Col. of Educ., Northeastern Univ., Boston, Mass., since 1953.

Vorse, Walter J., B.S.Ed.'40, Mass. State Tchrs. Col., Fitchburg; M.Ed.'48, Boston Univ.; Supt. of Lynnfield Schs., Lynnfield Center, Mass., since 1952.

Vose, James Wilson, A.B.'03, A.M.'29, Williams Col.; Ed.M.'28, Harvard Univ. Address: Broadway, South Hanover, Mass.

Wales, (Mrs.) Alfreda R., B.S. in Ed.'28, Mass. State Tchrs. Col., Bridgewater; Ed.M.'49, Harvard Grad. Sch. of Educ.; Dir. of Tchr. Tr., Lesley Col., Cambridge, Mass., since 1953.

Warner, Charles L., A.B.'39, Amherst Col.; Ed.M.'41, Boston Univ.; Supt. of North Berkshire Sch. Union 49, North Adams, Mass., since 1953.

Warren, Thomas L., B.S. in Ed.'38, Mass. State Tchrs. Col., Bridgewater; M.Ed.'51, Boston Univ.; Supt. of Sch. Union 42, North Dighton, Mass., since 1954.

Warren, Worcester, A.B.'12, Knox Col.; A.M.'21, State Univ. of Iowa; Ph.D.'42, Yale Univ.; Prof. of Sch. Admin., Boston Univ., Boston, Mass., since 1943.

Webber, Dana O., B.S.'29, Univ. of Mass.; M.Ed.'43, Boston Univ.; Supt. of Sch. Union 30, Huntington, Mass., since 1949.

Weeks, Roland C., B.S. in Ed.'50, Mass. State Tchrs. Col., Bridgewater; Supt. of Sch. Union 44, Southwick, Mass., since 1952.

Welch, Donald T., B.S. in Ed.'35, Mass. State Tchrs. Col., Bridgewater; Ed.M.'47, Boston Univ.; Supt. of Sch., Plymouth, Mass., since 1952.

Welch, William A., LL.B.'27, Suffolk Univ.; A.B.'30, M.A.'31, Boston Col.; Supt. of Sch., Peabody, Mass., since 1933.

Wetherell, Alliston C., A.B.'30, M.Ed.'41, Bates Col.; Supt. of Douglas-Sutton Sch. Union 59, Sutton, Mass., since 1953.

Whitcomb, Charles L., B.S. in Ed.'36, Mass. State Tchrs. Col., Bridgewater; Ed.M.'52, Harvard Univ.; Supt. of Sch., Haverhill, Mass., since 1954.

White, Trentwell Mason, B.S.'22, A.M.'28, Norwich Univ.; L.H.D.'40, Md. Col. for Women; Pres., Lesley Col., Cambridge, Mass., since 1944.

Whitehead, John A., B.S. in Ed.'38, M.Ed. '42, Boston Univ.; Supt. of Sch., Swampscott, Mass.

Willis, Martina Alice, Ed.M.'49, Univ. of Maine; Supvr. of Elem. Educ., Gloucester, Mass., since 1952.

Williston, Arthur L., S.B.'89, Mass. Inst. of Tech. Address: 986 High St., Dedham, Mass.

Woodbury, E. Davis, B.S.'31, Tufts Col.; Ed.M.'41, Boston Univ.; Supt. of Sch., Natick, Mass., since 1942.

Woodward, Myrle A., B.S. in Ed.'45, M.Ed. '46, Boston Univ. Address: Braintree, Mass.

Wright, Stanley W., A.B.'30, M.Ed.'40, Univ. of N. H.; Supt. of Sch., West Springfield, Mass., since 1950.

INSTITUTIONAL MEMBERS

Holden Patent Book Cover Co., P.O. Box 1929, Springfield, Mass.

J. L. Hammett Co., 290 Main St., Cambridge, Mass. Attn: Albert L. Carter.

State Tchrs. Col., Library, Fitchburg, Mass.

Standard Electric Time Co., H. W. Anzier, Treas., Springfield, Mass.

MICHIGAN

Ackley, Clark R., B.S.A.'37, Univ. of Mich.; Professional Archt., Lansing, Mich., since 1936.

Allen, A. T., Ph.B.'27, Univ. of Chicago; M.A.'39, Univ. of Mich.; Supt. of Breitung Twp. Sch., Kingsford, Mich., since 1950.

Allinder, Allen F., B.S.'29, Hillsdale Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Greenville, Mich., since 1948.

Ambrose, Rell Atlon, B.A.'28, Mich. State Normal Col.; M.A.'34, Univ. of Mich.; Supt. of Sch., Oxford, Mich., since 1942.

Amundsen, Alfred G., M.A., Univ. of Mich.; Supt. of Sch., Marlette, Mich., since 1948.

Anderson, Lester W., B.A.'40, Luther Col.; M.A.'47, Ph.D.'50, State Univ. of Iowa; Consultant, Bureau of Sch. Serv. and Asst. Prof. in Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1952.

Anderson, Milburn P., A.B.'26, Kalamazoo Col.; M.A.'32, Univ. of Mich.; Supt. of Royal Oak Twp. Sch. Dist. 7, Berkley, Mich., since 1939.

Anger, Byron Foster, B.S.'43, Western Mich. Col. of Educ.; Supt. of Grand Traverse Co. Sch., Traverse City, Mich., since 1953.

Anicka, Walter T., Arch., 617 S. Forest, Ann Arbor, Mich.

Ansel, James O., Ed.D.'49, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Western Mich. Col. of Educ., Kalamazoo, Mich.

Appel, Paul H., Asc.Sc.'40, Cleary Col.; B.S. in Ed.'50, Wayne Univ.; Supt. of Dearborn Twp. Sch., Detroit, Mich., since 1949.

Archer, Hubert G., A.B.'30, Central Mich. Col. of Educ.; A.M.'38, Univ. of Mich.; Supt. of Paw Paw Tr. Sch., Paw Paw, Mich., since 1946.

Ardis, Evart W., A.B.'34, Western Mich. Col. of Educ.; M.A.'38, Northwestern Univ.; Supt. of Sch., Ypsilanti, Mich., since 1953.

Arrand, C. DeForest, B.S.'27, Greenville Col.; M.A.'39, Univ. of Mich.; Supt. of Beckwith Elem. Sch., Flint, Mich., since 1953.

Atkinson, Fred M., B.S.'46, Lawrence Col.; M.A.'48, Mich. State Col.; Supt. of Pub. Sch., Manchester, Mich., since 1952.

Atkinson, William N., B.A.'25, Iowa Wesleyan Col.; M.A.'32, Ph.D.'39, State Univ. of Iowa; Pres., Jackson Jr. Col., Jackson, Mich., since 1940.

Auble, Lee F., A.B.'36, Western Mich. Col. of Educ.; M.A.'47, Mich. State Col.; Supt. of Sch., Berrien Springs, Mich., since 1952.

Austin, W. L., A.B.'37, M.A.'46, Mich. State Col.; Supt. of Sch., Adrian, Mich., since 1953.

Averill, Forrest G., A.B.'24, M.A.'28, Ed.D. '49, Univ. of Mich.; Deputy Supt. of Sch., Lansing, Mich., since 1954.

Ayers, Archie Raymond, B.S.'35, Univ. of S. C.; M.A.'39, Duke Univ.; Ph.D.'44, George Peabody Col. for Tchrs.; Pres., Detroit Inst. of Tech., Detroit, Mich.

Ayres, Frank M., A.B.'24, M.A.'26, Univ. of Mich.; Supt. of Sch., Dundee, Mich., since 1924.

Bacon, (Mrs.) Ruth N., B.S.'32, Wayne Univ.; M.A.'49, Mich. State Col.; Supt. of St. Clair Co. Sch., Port Huron, Mich., since 1951.

Baker, Raymond N., A.B.'27, Olivet Col.; M.A.'41, Wayne Univ.; Supt. of Sch., Auburn Heights, Mich., since 1945.

Baker, Stuart K., A.B.'32, Central State Tchrs. Col. (Mich.); M.A.'40, Wayne Univ.; Supt. of Troy Twp. Sch. Dist., Birmingham, Mich., since 1948.

Baldwin, Donald C., B.A.'37, Iowa State Tchrs. Col., Cedar Falls; M.A.'41, Univ. of Mich.; Supt. of Community Sch., Rochester, Mich., since 1950.

Barhitte, Fay E., B.S.'33, Central Mich. Col. of Educ., Mt. Pleasant; M.S.'51, Univ. of Mich.; Supt. of Bentley Sch., Flint, Mich., since 1946.

Barnes, John M., A.B.'23, A.M.'35, Univ. of Mich.; Supt. of Sch., Flat Rock, Mich., since 1930.

Barrett, Luther M., A.B.'40, DePauw Univ.; M.A.'51, Univ. of Mich.; Supt. of Utley Sch., Flint, Mich., since 1953.

Bartlett, Frank, B.S.'32, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt. of Lyon Twp. Sch., South Lyon, Mich., since 1946.

Batchelor, Jesse W., B.S.'30, Mich. State Normal Col.; M.A.'43, Univ. of Mich.; Supt. of Community Agrl. Schs., Stockbridge, Mich., since 1943.

Bates, Austin F., B.S.'32, Hillsdale Col.; M.A.'38, Univ. of Mich.; Asst. Supt. of Sch., Jackson, Mich., since 1952.

Bates, W. C., B.S.'30, Western Mich. Col. of Educ.; M.A.'39, Univ. of Mich.; Supt. of Sch., Decatur, Mich., since 1948.

Beach, Richard H., B.S. in Ed.'34, Univ. of Fla.; M.A. in Ed.'38, Tchrs. Col., Columbia Univ.; Supt., Bangor Twp. Sch., Bay City, Mich., since 1952.

Beach, William J., B.S.'38, Central Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Elsie, Mich., since 1951.

Beagle, Kenneth T., A.B.'39, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Sch., Grand Ledge, Mich., since 1946.

Beiser, Mack J., M.A.'32, Univ. of Mich.; Supt. of Sch., Eaton Rapids, Mich., since 1948.

Bemer, C. W., A.B.'12, Albion Col.; M.A. '26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Muskegon, Mich., since 1943.

Bencks, A. Paul, B.S.'34, Mass. Inst. of Tech.; Sales Dir., H. E. Beyster and Assoc., Inc., Detroit, Mich., since 1951.

Bennett, Roy G., A.B.'31, Central Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Charlevoix, Mich., since 1945.

Berkhof, William L., A.B.'27, Calvin Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Mount Clemens, Mich.

Berry, James David, A.B.'42, M.Ed.'47, Ed.D.'52, Wayne Univ.; Dept. of Instr. Research, Pub. Sch., Detroit, Mich., since 1954.

Best, Oakley W., A.B.'28, Central Mich. Col. of Educ.; M.A.'32, Univ. of Mich.; Supt. of Twp. Sch. Dist. 7, Dearborn, Mich., since 1949.

Biefeld, Carl H., B.S.'22, Denison Univ.; M.E.'47, Wayne Univ.; Supt. of Lake Shore Sch., St. Clair Shores, Mich., since 1953.

Bird, Meryl A., M.A.'40, Univ. of Mich.; Supt. of Sch., Cadillac, Mich., since 1952.

Bodley, Elwyn J., A.B.'30, Mich. State Normal Col.; M.A.'45, Univ. of Mich.; Supt. of Sch., Sturgis, Mich., since 1950.

Booker, W. R., A.B.'16, A.M.'26, Ind. Univ.; Supt. of Sch., Muskegon Heights, Mich., since 1928.

Bordine, Kenneth T., B.S.'27, Mich. State Col.; M.A.'37, Univ. of Mich.; Ed.D.'45, Colo. State Col. of Educ.; Dir., Div. of Tchr. Educ., Central Mich. Col. of Educ., Mount Pleasant, Mich.

Borgerson, Norman E., M.E.'45, Mich. State Normal Col.; Deputy Supt., State Dept. of Pub. Instr., Lansing, Mich., since 1936.

Bowen, Glenn K., B.S.'50, M.A.'53, Wayne Univ.; Supt. of Sch., River Rouge, Mich., since 1954.

Bowers, R. Paul, B.A.'19, Grinnell Col.; M.A.'48, Univ. of Mich.; Supt. of Sch., Bellevue, Mich., since 1949.

Boyce, Robert B., B.S.'34, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Milwood Sch., Kalamazoo, Mich., since 1947.

Brablec, Carl, B.A.'30, Mich. State Normal Col., Ypsilanti; M.A.'40, Univ. of Mich.; Supt. of Sch., Roseville, Mich.

Bradfield, Albert L., B.S.'35, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Deputy Supt. of Ottawa Co. Sch., Grand Haven, Mich., since 1941.

Bragg, F. J., A.B.'23, M.A.'31, Univ. of Mich.; Supt. of Sch., Otsego, Mich., since 1949.

Brake, Charles E., A.B.'20, Kalamazoo Col.; A.M.'39, Univ. of Mich.; D.Ed.'52, Wayne Univ.; Supt. of Wayne Co. Sch., Detroit, Mich., since 1954.

Brant, Ralph E., B.A.'27, Olivet Col.; M.A. '32, Columbia Univ.; Supt. of Sch., Ecorse, Mich., since 1948.

Brautigam, Carl W., A.B.'36, Adrian Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Dowagiac, Mich., since 1954.

Brembeck, Cole S., Ph.D.'51, Univ. of Mich.; Supt. of Sch., Livonia, Mich., since 1954.

Brendel, Anthony J., B.S.'22, Mich. State Col.; M.A.'43, Univ. of Mich.; Supt. of Twp. Unit Sch., Grand Blanc, Mich., since 1935.

Brender, Peter E., B.C.E.'13, M. in Landscape Arch.'47, Univ. of Mich.; Brender and Van Reyendam, Ann Arbor, Mich.

Briggs, Paul W., A.B.'34, Western Mich. Col. of Educ.; M.A.'42, Mich. State Col.; Supt., Pub. Sch., Bay City, Mich., since 1953.

Britton, Ernest R., B.S.'24, McKendree Col.; M.S.'33, Univ. of Ill.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Midland, Mich., since 1946.

Browe, Herman J., A.B.'11, M.A.'22, Univ. of Mich.; LL.B. and J.D.'24, Detroit Col. of Law; LL.D.'37, Univ. of Detroit; Deputy Supt. of Sch., Detroit, Mich., since 1942.

Brown, Kenneth Willis, B.S.'38, Alma Col.; M.A.'52, Wayne Univ.; Asst. Oakland Co. Supt. of Sch., Pontiac, Mich., since 1949.

Brozak, Joseph, M.A., Western Mich. Col. of Educ.; Supt. of Sch., Athens, Mich., since 1950.

Brumbaugh, Donald S., B.S.'49, Murray State Col. (Ky.); M.S.'50, Dir.P.E.'50, Ind. Univ.; Prin. of H. S., Detour, Mich., since 1953.

Brundage, Lyle D., A.B.'28, Mich. State Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Morley, Mich., since 1952.

Brunelle, Leo J., Ph.B.'37, Jordan Col.; B.A.'44, Northern Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt. of Escanaba Twp. Sch., Gladstone, Mich., since 1953.

Brysselbout, Paul Alphonse, B.Archt.'29, Univ. of Notre Dame; Archt., 202 Commercial Exchange Bldg., Bay City, Mich., since 1940.

Buell, Theodore J., A.B.'39, Mich. State Normal Col., Ypsilanti; Supt. of Beecher Sch., Flint, Mich., since 1924.

Buffington, Walter, B.S.'48, Ark. Agrl., Mech. and Normal Col.; Supt. of Sch., Ferndale, Mich., since 1951.

Buikema, Benjamin J., A.B.'26, Western Mich. Col. of Educ.; M.A.'36, Univ. of Mich.; Supt. of Sch., Grand Rapids, Mich., since 1949.

Burkett, Elden E., B.A.'39, Union Col.; M.A.'41, Univ. of Nebr.; Prin. and Bus. Mgr., Cedar Lake Academy, Cedar Lake, Mich., since 1953.

Burnett, Lewis W., B.A.'37, Central Wash. Col. of Educ.; Ed.D.'48, Stanford Univ.; Dir. of Educ., Pub. Sch., Monroe, Mich., since 1953.

Burt, Newell D., A.B.'32, Kalamazoo Col.; A.M.'49, Univ. of Mich.; Supt. of Sch., New Buffalo, Mich., since 1951.

Bush, W. R., A.B.'33, Central Mich. Col. of Educ.; Supt. of Hampton Twp. Sch. Dist. 3, Essexville, Mich., since 1948.

Bushong, James W., B.S.'34, Pacific Univ.; M.Ed.'41, Ed.D.'53, Univ. of Oregon; Supt. of Sch., Grosse Pointe, Mich., since 1951.

Cameron, Charles S., B.A.'37, Kalamazoo Col.; M.A.'49, Univ. of Mich.; Supt. of Agr. Sch., Chelsea, Mich., since 1952.

Campbell, C. G., Pres. and Genl. Mgr., Kewaunee Mfg. Co., Adrian, Mich., since 1915.

Campbell, Clyde M., Ph.D.'42, Northwestern Univ.; Prof. of Educ., Mich. State Col., East Lansing, Mich., since 1945.

Campbell, Thomas C., B.A.'47, Augustana Col. (S. Dak.); M.A.'51, Mich. State Col.; Supt. of Pub. Sch., Clare, Mich., since 1952.

Canfield, Charles R., B.S.'33, Univ. of Ill.; M.A.'40, Univ. of Mich.; Supt. of Sch., Dowagiac, Mich., 1946-54.

Carlson, Arnold O., A.B.'28, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Scottville, Mich., since 1928.

Carlson, Clemens E., B.S.'40, Northern Mich. Col. of Educ.; Supt. of Bessemer Twp. Sch. Dist., Ramsay, Mich., since 1944.

Carroll, Emma, Life Certif., B.S.'51, Wayne Univ.; Supt. of Carman Agrl. Sch. 7 Frl., Flint, Mich., since 1933.

Carter, George R., A.B.'31, Central State Tchrs. Col. (Mich.); M.A.'40, Univ. of Mich.; Supt. of Area Sch., Clio, Mich., since 1931.

Caswell, Gordon G., A.B.'38, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Sch., Kalkaska, Mich., since 1948.

Chambers, Harold S., A.B.'22, Manchester Col.; A.M.'40, Univ. of Mich.; Supt. of Sch., Hudsonville, Mich., since 1953.

Cherpes, Andrew B., B.S.'33, Mich. State Normal Col., Ypsilanti; M.E.'40, Wayne Univ.; Supt., Rural Agrl. Sch., Caledonia, Mich.

Chormann, Chester B., Pres., Bd. of Educ., Ecorse Twp. Sch. Dist. 8, Wyandotte, Mich., since 1941.

Christian, Percy W., B.A.'26, Broadview Col.; B.S.'28, Lewis Inst.; M.A.'29, Ph.D. '35, Northwestern Univ.; Pres., Emmanuel Missionary Col., Berrien Springs, Mich.

Ciernick, Sylvia, B.A.'48, Mich. State Col.; Editor of Publications, Pub. Sch., Dearborn, Mich., since 1948.

Clapp, Wilfred Franklin, B.A.'25, Kalamazoo Col.; M.A.'37, Univ. of Mich.; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1947.

Clark, Edwin L., M.A.'27, Univ. of Mich.; Supt. of Sch., Mt. Morris, Mich., 1934-54.

Clayton, C. Wesley, B.S.'41, Central Mich. Col. of Educ.; M.A.'49, Univ. of Mich.; Supt. of Twp. Unit Rural Sch., North Branch, Mich., since 1948.

Coe, Dalton O., B.S.'46, Mich. State Normal Col.; M.A.'49, Univ. of Mich.; Supt. of Twp. Sch., Three Oaks, Mich., since 1950.

Coggins, Charles G., B.S.'35, Mich. State Normal Col., Ypsilanti; M.A.'42, Univ. of Mich.; Supt. of Sch., Holly, Mich., since 1947.

Collins, Laurentine B., B.S.'28, M.A.'34, Tchrs. Col., Columbia Univ.; Dir., Sch.-Community Relations, Pub. Sch., Detroit, Mich., since 1943.

Coulter, Robert W., B.S.'47, Wayne Univ.; Supt., Twp. Sch. Dist., Port Huron, Mich., since 1949.

Courtis, Stuart A., Ph.D.'24, Univ. of Mich.; Prof. Emeritus of Educ., Univ. of Mich., since 1944. Address: 9110 Dwight Ave., Detroit, Mich.

Cousino, Paul Kenneth, A.B.'34, M.A.'36, Univ. of Mich.; Supt. of Consol. Sch. Dist. 1, Warren, Mich., since 1939.

Covert, James C., A.B.'25, Mich. State Normal Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Royal Oak, Mich., since 1948.

Cowling, Robert, Bd. of Educ., Willow Run, Mich.

Cox, J. Cecil, B.A.'19, Albion Col.; M.A. '40, Univ. of Mich.; Asst. Supt. of Sch., Pontiac, Mich., since 1948.

Crandell, Warren B., B.A.'42, Adrian Col.; M.A.'49, Mich. State Col.; Ed.S.'54, Stanford Univ.; Supt., Northwest Rural Agrl. Sch., Jackson, Mich., since 1954.

Crawford, Carroll C., B.A.'26, Central Mich. Col. of Educ.; M.A.'34, Univ. of Mich.; Bus. Mgr., Pub. Sch., Kalamazoo, Mich., since 1951.

Cross, Sherman Tracy, A.B.'21, Univ. of Mich.; M.E.'44, Wayne Univ.; Prin. of Bishop Elem. Sch., Detroit, Mich., since 1945.

Crothers, Clarence E., B.S.'33, Hillsdale Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Center Line, Mich., since 1951.

Crouse, M., A.B.'31, Central Mich. Col. of Educ.; A.M.'36, Univ. of Mich.; Supt. of Sch., Flushing, Mich., since 1945.

Crull, Howard D., B.S.'31, Western Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt. of Sch., Port Huron, Mich., since 1941.

Cushman, L. P., M.A.'44, Univ. of Mich.; Supt. of Sch., Owosso, Mich., since 1948.

Daly, George, A.B.'33, Central Mich. Col. of Educ.; M.A.'43, Wayne Univ.; Supt. of Kearsley Agrl. Sch., Flint, Mich., since 1937.

Dameron, Vernon, Dir. of Educ., The Edison Inst., Greenfield Village, Dearborn, Mich.

Davidson, Harry R., A.B.'28, Ind. Central Col.; M.S.'37, Ind. Univ.; Supt. of Sch., Battle Creek, Mich., since 1954.

Davis, Bernard Lathan, B.S.'20, A.B.'20, Tri-State Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Hillsdale, Mich., 1929-54 (retired).

Dear, R. Ernest, B.S.'27, M.A.'30, Univ. of Minn.; Supt. of City Sch., Ironwood, Mich., since 1953.

DeHart, William H., A.B.'35, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'40, Univ. of Mich.; Supt. of Sch., Sparta, Mich., since 1943.

De Jonge, Oliver J., A.B.'20, Hope Col.; M.A.'38, Univ. of Mich.; Supt. of Sch., Ludington, Mich., since 1945.

De Jonge, Willard, A.B.'30, Hope Col.; M.A.'49, Univ. of Mich.; Supt. of Sch., Comstock, Mich., since 1953.

Dent, Harold M., B.S.'42, M.A.'49, Wayne Univ.; Admin. Chmn., Cooperative Engineering Program, Genl. Motors Inst., Flint, Mich., since 1950.

Dimond, Stanley E., A.B.'27, M.A.'29, Ph.D. '42, Univ. of Mich.; Prof. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1950.

Dodge, Frank E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'35, Wayne Univ.; Supt. of Sch., Bad Axe, Mich., since 1948.

Donaldson, Elery R., B.A.'20, Lombard Col.; M.A.'38, Univ. of Ill.; Supt. of Sch., Watervliet, Mich., since 1946.

Dondineau, Arthur, A.B.'14, A.M.'15, Univ. of Mich.; LL.D.'46, Central Mich. Col. of Educ.; Supt. of Sch., Detroit, Mich., since 1945.

Donley, Richard C., A.B.'32, Western Mich. Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Big Rapids, Mich., since 1953.

Dove, Charles, A.B.'38, Alma Col.; M.A.'48, Univ. of Mich.; Supt. of Mason Consol. Sch., Erie, Mich., since 1951.

Downer, Effie M., M.A.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Wayne Univ., Detroit, Mich., since 1925.

Downing, Vernon W., A.B.'29, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Supt. of Sch., Litchfield, Mich., since 1952.

Drevdahl, Lauritz A., A.B.'28, Alma Col.; M.A.'49, Univ. of Mich.; Supt. of Sch., Milan, Mich., since 1951.

Dreyer, Edwin R., Pres., Bd. of Educ., Pontiac, Mich.

DuFrain, Frank J., A.B.'16, A.M.'22, Univ. of Ill.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Pontiac, Mich., 1945-54 (retired).

Dunckel, Orville E., B.S.'21, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt. of Sch., Farmington, Mich., 1939-43, and since 1946.

Dunn, A. Orville, B.A.'26, Emmanuel Missionary Col.; M.A.'54, Northwestern Univ.; Grad. Student, Mich. State Col., East Lansing, Mich., since 1954. Address: 300 College Ave., Berrien Springs, Mich.

Dunseith, Herman John, B.Ed.'40, M.A.'48, Univ. of Toledo; Admin. Asst., Pub. Sch., Royal Oak, Mich., since 1953.

Dunstan, James Henry, M.A.'49, Univ. of Mich.; Supt. of Adams Twp. Sch., Painesdale, Mich., since 1950.

Eddy, Theo V., A.B.'15, Hillsdale Col.; M.A.'28, Univ. of Mich.; Supt. of Sch., St. Clair, Mich., since 1930.

Eidt, Earl S., A.B.'33, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt., Fitzgerald Pub. Sch., Van Dyke, Mich., since 1950.

Elliott, Eugene B., B.S.'24, M.A.'26, Mich. State Col.; Ph.D.'33, Univ. of Mich.; LL.D.'36, Albion Col.; D.Ed.'37, Hillsdale Col.; Pres., Mich. State Normal Col., Ypsilanti, Mich., since 1948.

Elwyn, Foss, A.B.'21, De Pauw Univ.; A.M. '28, Columbia Univ.; Supt. of Sch., Sault Ste. Marie, Mich., since 1940.

Elzay, Jack, B.A.'35, B.S. in Ed.'36, Ohio Northern Univ.; M.A.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ann Arbor, Mich., since 1953.

Emerich, Paul H., A.B.'36, Hillsdale Col.; A.M.'41, Univ. of Mich.; Supt. of Sch., Fremont, Mich., since 1952.

Emerson, William J., A.B.'37, Central Mich. Col. of Educ.; M.A.'40, Wayne Univ.; Oakland Co. Supt. of Sch., Pontiac, Mich., since 1949.

English, John Wesley, B.S.'36, M.A.'40, Ph.D.'51, Univ. of Mich.; Supt. of Sch., Inkster, Mich., since 1954.

Erickson, E. Edward, B.S.'28, Northwestern Univ.; M.A.'51, Univ. of Mich.; Supt. of Twp. Sch., Baraga, Mich., since 1953.

Ernatt, Edward, A.B.'46, M.Ed.'53, Wayne Univ.; Supt. of Sch. Dist. 2 Frl., Nankin-Dearborn Twps., Inkster, Mich., since 1950.

Evans, Richard D., A.M.'39, Univ. of Mich.; Supt. of Sch., Ecorse 11 Sch., Melvindale, Mich., since 1953.

Ewing, G. L., B.S.'32, Western Mich. Col. of Educ.; M.A.'44, Mich. State Col.; Supt. of Sch., Mayville, Mich.

Eyler, Loren E., B.A.'29, Mich. State Normal Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Carleton, Mich., since 1927.

Feaheny, Adele L., M.A.'34, Wayne Univ.; Critic-Prin., Poe Teaching-Tr. Sch., Wayne Univ., Detroit, Mich., since 1946.

Fegley, Paul V., M.A.'38, Washington Univ.; Asst. Supt. of Lakeview Consol. Sch., Battle Creek, Mich., since 1954.

Fetherston, Roy, B.A.'23, Beloit Col.; M.A. '32, Univ. of Iowa; Supt., East Grand Rapids Sch., Grand Rapids, Mich., since 1949.

Filppula, T. C., B.S.'43, M.A.'48, Mich. State Col.; Supt. of Sch., Romeo, Mich., since 1953.

Firestone, Harry P., M.A.'41, Univ. of Mich.; Supt., Rural Agrl. Sch., Ida, Mich., since 1943.

Fischer, Fred C., LL.B.'20, Hamilton Col. of Law; A.B.'21, M.Ed.'40 (Hon.), Mich. State Normal Col., Ypsilanti; M.A.'30, Univ. of Mich.; D.Sc.'48 (Hon.), Wayne Univ.; Wayne Co. Supt. of Sch., Detroit, Mich., 1935-54 (retired). Address: 65 Liberty St., Belleville, Mich.

Formsma, Russell W., A.B.'31, M.A.'32, Univ. of Mich.; Supt. of Kelloggsville Sch., Grand Rapids, Mich., since 1950.

Franks, Harley Ambrose, B.S.'29, Hillsdale Col.; Supt. of Maple Grove Sch., Delhi Sch. Dist. 5 Frl., Lansing, Mich., since 1946.

Franks, Newell A., Pres., Bd. of Educ., Sturgis, Mich.

Frost, C. A., A.B.'33, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Supt. of Oakleigh Jr. H. S., Grand Rapids, Mich., since 1928.

Frost, Wilfred J., Treas., Bd. of Educ., Wyandotte, Mich.

Fry, Lloyd C., B.S.'29, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Dist. Supt. of Sch., Godfrey-Lee Sch. Dist. 7, Grand Rapids, Mich., since 1944.

Fudge, Warren J., B.S.'48, M.A.'51, Ball State Tchrs. Col. (Ind.); Supt. of Sch., White Pigeon, Mich., since 1953.

Garber, V. E., B.A.'35, Emmanuel Missionary Col.; M.A.'44, Mich. State Col.; Bus. Mgr., Emmanuel Missionary Col., Berrien Springs, Mich., since 1954.

Geisler, Henry, B.A.'30, Adrian Col.; M.A. '39, Univ. of Mich.; Supt. of Sch., Morenci, Mich., since 1942.

Gelina, Robert Henry, B.S.'47, Northern Mich. Col. of Educ.; M.A.'54, Mich. State Col.; Supt. of Hudson-Dover Sch. Dist. 7-F, Clayton, Mich., since 1953.

Gelston, W. L., A.B.'39, Alma Col.; M.A. '49, Univ. of Mich.; Supt. of Sch., Farwell, Mich., since 1952.

Gemeny, Blaine B., B.S. in Ed.'48, M.S. in Ed.'53, Ill. State Normal Univ.; Supt. of Area Sch., Goodrich, Mich., since 1953.

Gerganoff, R. S., Arch., 206 North Washington St., Ypsilanti, Mich.

Geyer, Eldon C., Supt. of Sch., Hamtramck, Mich.

Gilliland, V. Leland, A.B.'30, Rio Grande Col.; M.A.'43, Ohio State Univ.; Supt. of Custer Consol. Sch., Monroe, Mich., since 1950.

Gornick, Frank J., B.S.'32, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Hickory Corners, Mich., since 1952.

Grambau, Harry G., M.A.'39, Univ. of Mich.; Supt. of Sch., Rogers City, Mich., since 1950.

Gray, Wayne, A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'38, Univ. of Mich.; Supt. of Sch., Addison, Mich., 1929-44, and since 1949.

Greene, Leslie F., A.B.'35, Kalamazoo Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Clarkston, Mich., since 1951.

Gregory, Joe H., B.A.'35, Northern Mich. Col. of Educ.; M.Ed.'48, Wayne Univ.; Supt. of Sch., Harper Woods, Mich., since 1947.

Grenier, Andrew, Bd. of Educ., Willow Run, Mich.

Griffiths, William H., B.S.'32, Western Mich. Col. of Educ.; M.A.'52, Univ. of Mich.; Supt. of Sch., Portland, Mich., since 1952.

Grim, Edgar L., A.B.'34, Central Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Deputy Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1953.

Grove, Isaac E., A.B.'32, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Co. Supt. of Sch., Monroe, Mich., since 1946.

Gucky, Joseph B., B.S.'34, Univ. of Chicago; M.A.'43, Univ. of Mich.; Supt. of Sch., Stephenson, Mich., since 1944.

Gumser, W. W., A.B.'17, Hope Col.; A.M. '26, Univ. of Mich.; Supt. of Sch., Lowell, Mich., since 1926.

Haberkorn, C. H., B.A.'37, Harvard Univ.; Genl. Mgr., H. E. Beyster & Associates, Inc., Arch. & Engineers, Detroit, Mich., since 1951.

Hachmuth, B. T., B.S.'29, Western Mich. Col. of Educ.; Supt. of Sch., Comstock Park, Mich., since 1942.

Haisley, Otto W., M.A.'17, Columbia Univ.; Educ. Consultant, Watling, Lerchen and Co., Ann Arbor, Mich., since 1953.

Haley, Nelle, B.S.'21, A.M.'28, Tchrs. Col., Columbia Univ.; M.Ed.'44, Mich. State Normal Col., Ypsilanti; Dir. of Elem. Educ., Saginaw, Mich., since 1921.

Hall, Fred W. H., B.A.'33, Jamestown Col.; Supt. of Sch., Hart, Mich., since 1948.

Hamilton, Ray H., A.B.'26, Olivet Col.; M.A.'39, Univ. of Mich.; Supt. of Community Sch., Coleman, Mich., since 1952.

Hampton, W. G., B.S.'45, Northern Mich. Col. of Educ.; A.M.'51, Univ. of Mich.; Supt. of Sch., Beaverton, Mich., since 1950.

Hanks, N. A., M.A.'32, Univ. of Mich.; Supt. of Sch., Marysville, Mich., since 1928.

Hansen, Harold O., A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'41, Univ. of Mich.; Supt., Huron Valley Sch., Milford, Mich., since 1949.

Hardy, Robert E., B.S.'40, Central Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Rural Agrl. Sch., Fruitport, Mich., since 1946.

Harper, R. W., A.B.'22, Albion Col.; M.A. '37, Univ. of Mich.; Supt. of Sch., Delton, Mich.

Harrington, H. L., A.B.'15, M.A.'20, Ph.D. '30, Univ. of Mich.; First Asst. Supt. of Sch., Detroit, Mich., since 1942.

Harris, William C., A.B.'29, Mich. State Normal Col., Ypsilanti; M.E.'43, Wayne Univ.; Supt. of Sch. Dist. 9, Ecorse Twp., Allen Park, Mich., since 1946.

Hawkins, Harold L., B.S.'51, Mich. State Normal Col.; M.A.'53, Univ. of Mich.; Supt. of Kimball Twp. Unit Sch., Port Huron, Mich., since 1953.

Hawley, William B., A.B.'38, M.A.'47, Wayne Univ.; Dir. of Voc. Educ. and Prof. of Educ., Mich. State Col., East Lansing, Mich., since 1953.

Hazel, Floyd M., B.S.'22, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt., Lakeview Consol. Sch., Battle Creek, Mich., since 1922.

Hendee, Robert J., M.E.'50, Univ. of Detroit; Supt. of Sch., Fraser, Mich., since 1951.

Hendricks, Homer D., M.S.'41, Univ. of Ill.; Supt. of Sch., Bangor, Mich., since 1953.

Henry, Frank M., A.B.'20, M.A.'33, Wittenberg Col.; Supt. of Rawsonville Pub. Sch., Ypsilanti, Mich., since 1948.

Hensen, E. C., A.B.'28, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Supt. of Rural Agrl. Sch., Stanton, Mich., since 1948.

Hicks, John E., A.B.'30, M.A.'46, Univ. of Mich.; Supt. of Sch., Cheboygan, Mich., since 1954.

Highlund, Everett C., B.S.'29, Alma Col.; M.A.'38, Mich. State Col.; Supt. of Sch., Homer, Mich., since 1949.

Hilbert, Russel S., A.B.'29, Western Mich. Col. of Educ.; M.A.'32, Univ. of Mich.; Supt. of Redford Union Pub. Sch., Detroit, Mich., since 1948.

Holden, Ellsworth B., B.S.'23, Mich. State Col.; M.A.'34, Columbia Univ.; Educ. Consultant, Warren S. Holmes Co., Architects, Lansing, Mich., since 1947.

Holloway, Hugh H., B.A.'39, M.A.'46, Mich. State Col.; Supt. of Dearborn Twp. Sch. Dist. 8, Inkster, Mich., since 1954.

Holmes, Harley W., A.B.'26, Western Mich. Col. of Educ.; M.A.'35, Albion Col.; Supt. of Sch., Marshall, Mich., since 1929.

Holmes, J. E., A.B.'27, Western Mich. Col. of Educ.; A.M.'36, Univ. of Wyo.; Supt. of Sch., Spring Lake, Mich., since 1923.

Hood, Carl, A.B.'24, Mich. State Normal Col.; M.A.'28, Univ. of Mich.; Prof. of Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1946.

Hope, Dorothy G., B.Ed.'27, M.Ed.'47, Wayne Univ.; Prin. of Angus McLean Sch., Detroit, Mich., since 1953.

Hopper, Robert L., B.S.'41, North Texas State Col.; M.Ed.'47, Harvard Univ.; Ph.D.'51, N. Y. Univ.; Dir. of Field Serv. and Prof. of Educ. Admin., Sch. of Educ., Mich. State Col., East Lansing, Mich., since 1954.

Horn, Carl M., B.S.'21, D.Ed.'50, Mich. State Col.; M.A.'27, Univ. of Mich.; Prof. of Educ., Dept. of Guidance, Mich. State Col., East Lansing, Mich., since 1950.

Horst, Walter, M.A.'26, Univ. of Mich.; Supt. of Sch., Three Rivers, Mich., since 1936.

Hougen, Leif A., B.E.'37, Minn. State Tchrs. Col., St. Cloud; M.A.'42, Univ. of Mich.; Ed.D.'47, Columbia Univ.; Supt. of West Bloomfield Sch., Keego Harbor, Mich., since 1952.

Howard, Daisy E., B.S.'40, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Genesee Co. Supt. of Sch., Flint, Mich., since 1929.

Huey, Arthur S., A.B.'35, Amherst Col.; Headmaster, Leelanau Schs., Glen Arbor, Mich., since 1943.

Huff, Leo W., A.B.'30, M.A.'36, Univ. of Mich.; Supt. of Sch., Lincoln Park, Mich., since 1928.

Hufziger, Otto C., B.S. in E.E.'46, Iowa State Col. of A. and M. Arts; B.S. in Ed. '50, Univ. of Dayton; M.Ed.'52, Miami Univ.; D.Ed.'54, Tchrs. Col., Columbia Univ.; Admin. Asst. to the Supt. of Sch., Pontiac, Mich., since 1954.

Hungerford, E. J., A.B.'35, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Sch., Ortonville, Mich., since 1953.

Ireland, Dwight B., B.A.'26, M.A.'29, Ph.D. '38, Ohio State Univ.; Supt. of Sch., Birmingham, Mich., since 1942.

Isbister, Russell L., B.S.'32, Mich. State Normal Col., Ypsilanti; A.M.'37, Univ. of Mich.; Supt. of Twp. Sch. Dist., Plymouth, Mich., since 1951.

Jacobson, Harold E., A.B.'22, Olivet Col.; Prin., West Jr. H. S., Lansing, Mich., since 1945.

Jelsch, John, A.B.'12, Albion Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Iron Mountain, Mich., 1933-54 (retired.)

Jenema, P. J., M.S.'40, Mich. State Col.; Supt. of Sch., Wyandotte, Mich.

Jennings, E. J., M.A.'34, Univ. of Mich.; Educ. Consultant, Kingscott Arch. and Engrs., Kalamazoo, Mich., since 1953.

Jensen, Leo L., M.A.'41, Univ. of Mich.; Supt. of Sch., Saline, Mich., since 1943.

Johnsen, Albert C., B.S.'33, Western Mich. Col. of Educ.; M.A.'39, Univ. of Mich.; Supt. of Sch., Willow Run, Mich., since 1952.

Johnson, Eugene L., B.S.'28, Central Mo. Col., Warrensburg; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bloomfield Hills, Mich., since 1953.

Johnson, Harry O., A.B.'29, Northern Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt. of Livonia Twp. Sch., Plymouth, Mich., since 1944.

Jones, D. Lorne, A.B.'47, Atlantic Union Col.; Prin. of Battle Creek Academy, Battle Creek, Mich., since 1953.

*Jones, Howard Robert, B.S.'33, M.A.'36, Univ. of Minn.; Ph.D.'40, Yale Univ.; Prof. of Sch. Admin., Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1951.

Jones, William E., B.A.'27, Northeast Mo. State Col.; M.A.'39, Univ. of Mo.; Supt. of Eastland Pub. Sch., Roseville, Mich., since 1952.

Kahl, Harris A., B.S.'32, Mich. State Col.; M.A.'47, Univ. of Mich.; Supt. of Twp. Sch., Rudyard, Mich., since 1945.

Kaufman, Jennie M., M.A.'39, Univ. of Mich.; Supt. of Ottawa Co. Sch., Grand Haven, Mich., since 1947.

Kaulitz, Dale E., B.S.'43, M.A.'51, Mich. State Col.; Supt., Summerfield Twp. Sch., Petersburg, Mich., since 1952.

Keicher, R. Frederic, B.S.'30, Western Mich. Col. of Educ.; M.S.'36, Univ. of Mich.; Supt. of Sch., Michigan Center, Mich., since 1939.

Kennedy, Ernest Dale, A.B.'31, Central Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Asst. Exec. Secy., Mich. Educ. Assn., Lansing, Mich., since 1950.

King, Fred M., Mgr., Market Development, Wyandotte Chemicals Corp., Wyandotte, Mich.

King, Kenneth S., M.A.'43, Wayne Univ.; Supt. of Sch., Algonac, Mich., since 1947.

Klein, Robert F., B.S.'41, Mich. State Normal Col.; M.A.'51, Univ. of Mich.; Contract Div., McFadden Corp., Lansing, Mich., since 1954.

Kleinert, Erwin J., A.B.'32, Mich. State Normal Col.; A.M.'39, Univ. of Mich.; Supt. of Sch., Rockford, Mich., since 1940.

Knoll, Frederick, Treas., Bd. of Educ., Capac, Mich.

Koopman, G. Robert, A.B.'22, Central Mich. Col. of Educ.; A.M.'26, Tchrs. Col., Columbia Univ.; D.Political Sc.'48, Univ. of Palermo; Assoc. State Supt. of Pub. Instr., Lansing, Mich., since 1947.

Kos, James M., M.A.'42, Univ. of Mich.; Supt. of Sch., Lakeview, Mich., since 1937.

Krueger, Lawrence F., B.S.'32, Univ. of Toledo; M.A.'34, Univ. of Mich.; Supt. of Pittsfield Sch. Dist. 9, Ann Arbor, Mich., since 1947.

Krug, Marguerite Charlotte, B.S.'29, M.A. '34, Wayne Univ.; Prin., Elem. Sch., 2270 Leslie Ave., Detroit, Mich., since 1933.

Kuhn, Florence E., B.S.'29, M.S.'35, Wayne Univ.; Asst. Supt. of Sch., Detroit, Mich.

Lamb, L. H., B.S.'22, Stout Inst.; M.A.'32, Univ. of Mich.; Supt. of Sch., Hastings, Mich., since 1953.

Lamb, T. N., B.S.'25, Ind. State Normal Sch.; B.A.'28, Goshen Col.; M.A.'31, Univ. of Mich.; Supt., Bendle Sch. Dist., Flint, Mich., since 1937.

Lamer, Peter A., B.S.'45, M.A.'53, Western Mich. Col. of Educ.; Supt. of Climax-Scotts Community Sch., Climax, Mich., since 1953.

Lancaster, Earl R., B.S.'33, Adrian Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., St. Johns, Mich., since 1952.

Lane, Edward M., B.C.Sc.'25, Univ. of Detroit; Secy. and Bus. Mgr., Bd. of Educ., Detroit, Mich., since 1939.

Latchaw, L. H., B.S.'29, Mich. State Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Sand Creek, Mich., since 1946.

Leach, Kent W., A.B.'37, M.A.'38, Oberlin Col.; Ph.D.'52, Western Reserve Univ.; Asst. Dir., Bureau of Sch. Serv., and Asst. Prof. in Sch. of Educ., Univ. of Mich., Ann Arbor, Mich.

LeCronier, Russell, A.B.'23, Central Mich. Col. of Educ.; A.M.'35, Univ. of Mich.; Supt. of Sch., Mt. Pleasant, Mich.

LeFevre, Harold E., A.B.'35, Mich. State Normal Col.; M.A.'41, Wayne Univ.; Supt. of Macomb Co. Sch., Mount Clemens, Mich.

Lemmer, John A., Ph.B.'18, Univ. of Notre Dame; M.A.'25, Univ. of Mich.; M.Ed. (Hon.) '49, Mich. State Normal Col.; Supt. of Sch., Escanaba, Mich., since 1935.

Lent, Harold Carl, B.S.'31, Hillsdale Col.; M.A.'39, Univ. of Chicago; Supt. of Sch., Hancock, Mich., since 1949.

Lessenger, Waldo E., B.A.'19, M.A.'22, Ph.D.'25, State Univ. of Iowa; Dean, Col. of Educ., Wayne Univ., Detroit, Mich., since 1930.

Leu, Donald J., B.A.'46, Western Wash. Col. of Educ.; M.A.'51, Ed.D.'53, Tchrs. Col., Columbia Univ.; Asst. Prof. and Sch. Plant Consultant, Mich. State Col., East Lansing, Mich., since 1954.

Lewis, (Mrs.) Florence M., B.S. in Ed.'40, Southeast Mo. State Col.; A.M.'51, Univ. of Mich.; Supt., Level Park Sch., Battle Creek, Mich., since 1950.

Lewis, James A., B.S.'34, Central State Tchrs. Col. (Mich.); M.A.'38, Univ. of Mich.; Vicepres. in chg. of Student Affairs, Univ. of Mich., Ann Arbor, Mich., since 1954.

Lewis, John W., A.B.'26, Rio Grande Col.; M.E.'40, Wayne Univ.; Dist. Supt. of Sch., St. Claire Shores, Mich., since 1942.

Little, E., Supt. of Sch., Onsted, Mich.

Lockwood, Ozelma, Supt. of Stoner Sch., Lansing, Mich. Address: Charlotte, Mich.

Loomis, Glenn E., A.B.'16, M.S.'25, LL.D. '47, Olivet Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Traverse City, Mich., since 1939.

*Lowrey, Harvey H., A.B.'17, Central State Tchrs. Col. (Mich.); M.A.'21, Univ. of Mich.; Ph.D.'40, Univ. of Grand Rapids. Address: Saranac, Mich.

Lubbers, C. W., A.B.'25, Hope Col.; M.A. '39, Univ. of Mich.; Supt. of Sch., Plainwell, Mich., since 1941.

Lubbers, Melvin B., A.B.'27, Hope Col.; M.A.'35, Univ. of Mich.; Supt. of Wyoming Park Sch., Grand Rapids, Mich., since 1953.

Luyendyk, William A., A.B.'35, Univ. of Mich.; M.S.'48, Mich. State Col.; Supt. of Sch., Chesaning, Mich., since 1950.

McCall, Harlan R., A.B.'28, Albion Col.; M.A.'38, Univ. of Mich.; Head of Educ. Dept., Alma Col., Alma, Mich., since 1946.

McCarthy, Julia M., M.A.'33, Univ. of Detroit; Supvg. Prin., Burt Sch., Detroit, Mich.

McClurg, Richard H., B.S. in C.E.'37, Wayne Univ.; Member, Bd. of Educ., West Bloomfield Sch., Keego Harbor, Mich., since 1952.

McCormick, George N., A.B.'36, Western Mich. Col. of Educ.; M.A.'50, Univ. of Mich.; Supt., Ecorse Twp. Sch. Dist. 8, Wyandotte, Mich., since 1952.

McCully, L. J., B.S.'36, Western Mich. Col. of Educ.; Bus. Agent, Pub. Sch., Bay City, Mich., since 1943.

McDowell, James, A.B.'29, A.M.'40, Univ. of Mich.; Supt. of Sch., Tecumseh, Mich., since 1951.

McGee, D. Reed, B.S.'31, Mich. State Col.; M.A.'45, Univ. of Mich.; 714 E. Wisconsin, Mt. Pleasant, Mich.

McIntosh, Walter L., B.S.'37, Central Mich. Col. of Educ.; M.A.'45, Univ. of Mich.; Supt. of Twp. Sch., Marion, Mich., since 1949.

McLeary, Ralph D., B.S.'24, M.A.'30, Colby Col.; Ed.D.'53, Harvard Univ.; Supt. of Sch., Jackson, Mich., since 1953.

MacDonald, C. E., M.A.'42, Univ. of Mich.; Supt. of Sch., East Lansing, Mich.

MacDonald, George, A.B.'34, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Parchment, Kalamazoo, Mich., since 1936.

MacNaughton, Orison A., M.A.'30, Univ. of Mich.; Supt. of Sch., Howard City, Mich., since 1924.

MacNeil, W. T., M.A.'40, Univ. of Mich.; Supt. of Sch., Munising, Mich., since 1951.

MacQueen, Paul O., B.S.'39, Mich. State Normal Col.; M.A.'51, Northwestern Univ.; Supt. of Sch., North Adams, Mich., since 1952.

Manley, Frank James, B.S.'30, M.E.'37, Mich. State Normal Col.; M.A.'46, Univ. of Mich.; Dir., Mott Foundation Program, since 1934, and Asst. Supt. of Sch., Flint, Mich., since 1945.

Martin, Stephen James, A.B.'3[illegible], Hillsdale Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Evart, Mich., since 19[illegible]9.

Matteson, James A., Diploma '49, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Frankenmuth, Mich., since 1950.

Medler, Hugh W., B.S.'33, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt., Atherton Agr. Sch., Flint, Mich., since 1944.

Meier, Alfred C., A.B.'29, Battle Creek Col.; M.A.'34, Univ. of Detroit; Pres., Bd. of Educ., Berkley, Mich., since 1948.

Meier, Arnold Raymond, A.B.'29, Battle Creek Col. (Mich.); M.A.'31, Univ. of Detroit; Ed.D.'50, Wayne Univ.; Asst. Dir., Dept. of Instr. Research, Pub. Sch., Detroit, Mich., since 1953.

Messenger, Howard R., B.S.'47, Mich. State Normal Col.; M.S.'50, Univ. of Mich.; Supt. of Sch., Linden, Mich., since 1952.

Michelson, E. S., M.A.'47, Univ. of Mich.; Asst. Supt. of Twp. Sch., Livonia, Mich., since 1953.

Mick, Reynold E., A.B.'35, Central Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Tawas Area Sch., East Tawas, Mich., since 1953.

Miller, Charles Hardy, B.A.'50, Western Mich. Col. of Educ.; M.A.'51, Univ. of Mich.; Supt. of Wolf Lake Sch., Muskegon, Mich., since 1953.

Miller, Chester F., A.B.'07, A.M.'09, Litt.D. '28, McKendree Col.; A.M.'18, Tchrs. Col., Columbia Univ.; LL.D.'37, Alma Col.; Supt. of Sch., Saginaw, Mich., since 1927.

Miller, Elmer Henry, B.A.'42, M.A.'44, Ed.D.'52, Wayne Univ.; Special Instr., Wayne Univ., since 1948, and Asst. Prin. of H. S., Hazel Park, Mich., since 1954.

Miller, Ralph Harvey, B.S.'32, Mich. State Normal Col., Ypsilanti; M.S., P.H.'38, Univ. of Mich.; Supt. of Camden-Frontier Sch., Camden, Mich., since 1953.

Mills, Leonard D., B.S.'38, Central Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Caro, Mich., since 1947.

Miner, Roscoe C., B.S.'39, Mich. State Normal Col.; M.A.'46, Univ. of Mich.; Supt. of Godwin Heights Pub. Sch., Grand Rapids, Mich., since 1953.

Mitchell, S. C., A.B.'16, Mich. State Normal Col.; A.M.'33, Univ. of Mich.; Supt. of Sch., Benton Harbor, Mich., since 1923.

Mohr, Lloyd C., B.S.'16, Adrian Col.; M.A. '22, Tchrs. Col., Columbia Univ.; Supt. of Sch., South Haven, Mich., since 1920.

Morrison, (Mrs.) Helen L., B.S.'31, Wayne Univ.; Member and Treas., Bd. of Educ., Sch. Dist. 11, Ecorse Twp., Melvindale, Mich., since 1951.

Morrison, John R., M.A.'30, Univ. of Mich.; Supt. of Wright Twp. Sch. Dist., Waldron, Mich., since 1953.

Mosier, Earl E., A.B.'30, Hope Col.; M.S. '37, Univ. of Mich.; Dean of Prof. Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1952.

Muma, Clark, B.S.'29, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Charlotte, Mich., since 1949.

Mumford, Don, Mgr., Hotel Statler, Detroit, Mich.

Munn, John S., B.S.'36, Mich. State Col.; M.S.'39, Univ. of Mich.; Supt. of Pub. Sch., Fowlerville, Mich., since 1948.

Munshaw, Carroll, A.B.'37, Calvin Col.; M.A.'41, Univ. of Mich.; Deputy Supt. of Wayne Co. Sch., Detroit, Mich., since 1954.

Munson, Eva, B.S.'35, Wayne Univ.; Prin., Van Zile Sch., Detroit, Mich., since 1943.

Murdock, Edward L., B.S.'31, Western Mich. Col. of Educ.; M.A.41, Univ. of Mich.; Asst. Supt. of Sch. in chg. of Bus., Highland Park, Mich., since 1953.

Murphy, H. M., A.B.'23, M.A.'27, Univ. of Mich.; Supt. of Haslett Rural Agr. Sch., Haslett, Mich., since 1948.

Murray, Elizabeth A., B.S.'41 Western Mich. Col. of Educ.; Pres., Bd. of Educ., Wyandotte, Mich., since 1954.

Myers, Spencer W., A.B.'27, Hiram Col.; A.M. and M.B.A.'30, Northwestern Univ.; Ed.D.'42, Ind. Univ.; Supt. of Sch., Flint, Mich., since 1952.

Nelson, Herbert R., B.A.'31, Union Col. (Nebr.); M.A.'39, Univ. of Nebr.; Supt. of Mich. Conference of Seventh-Day Adventists, Lansing, Mich., since 1949.

Nelson, James Kenneth, A.B.'34, Central Mich. Col. of Educ.; M.A.'44, Univ. of Mich.; Supt. of Sch., Calumet, Mich., since 1952.

Nelson, Sanford J., B.S.'31, Hillsdale Col.; M.A.'53, Mich. State Col.; Supt. of Sch., Ovid, Mich., since 1952.

Nelson, W. A., B.A.'25, Union Col.; Educ. Secy., Lake Union Conf., Seventh Day Adventists, Berrien Springs, Mich., since 1947.

Newell, Russell A., B.S.'35, Central Mich. Col. of Educ.; M.A.'49, Mich. State Col.; Supt. of Pennfield Agr. Sch., Battle Creek, Mich., since 1952.

Nicholas, Lynn N., B.A.'29, Ohio Wesleyan Univ.; M.A.'35, Ph.D.'51, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1953.

Nill, Louise K., B.A.'29, Wayne Univ.; M.A.'34, Univ. of Detroit; Prin., Hamilton Sch., Detroit, Mich., since 1946.

Norlin, Alvin P., M.A.'37, Univ. of Mich.; Supt. of Sch., Imlay City, Mich., since 1949.

Norman, Godfrey T., B.S.'32, Alma Col.; M.A.'46, Mich. State Col.; Supt. of Sch., Reed City, Mich., since 1948.

Norrix, Loy, Ph.D.'42, Univ. of Chicago; LL.D.'49, Western Mich. Col. of Educ.; Supt. of Sch., Kalamazoo, Mich., since 1937.

Nunn, Howard G., A.B.'39, Alma Col.; M.A. '51, Univ. of Mich.; Supt. of Calhoun Rural Agrl. Sch., Battle Creek, Mich., since 1952.

Nurnberger, T. S., A.B.'26, M.A.'29, Univ. of Mich.; Supt. of Sch., St. Louis, Mich., since 1932.

Nuse, William Robert, B.S.'47, Mich. State Normal Col.; M.S.'48, Univ. of Mich.; Supt. of Sumpter Twp. Sch., Bellville, Mich., since 1953.

Nykerk, Glenn, A.B.'31, Hope Col.; A.M. '37, Univ. of Mich.; Supt. of Sch., Richland, Mich., since 1946.

Oehrli, R. R., B.S.'29, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Montague, Mich., since 1929.

O'Leary, Edwin John, B.S. in Ed.'40, M.S. in Ed.'45, Univ. of Ill.; Supt. of Sch., Garden City, Mich., since 1952.

Olsen, Karl, Asst. Supt. of Sch., Livonia, Mich.

Olson, Willard C., B.A.'20, M.A.'24, Ph.D. '26, Univ. of Minn.; Dean, Sch. of Educ., Univ. of Mich., Ann Arbor, Mich., since 1952.

Openlander, Stuart L., M.A.'42, Univ. of Mich.; Supt. of Sch., Wayne, Mich., since 1947.

Owen, J. Willis, B.S.'33, Hillsdale Col.; M.A.'40, Univ. of Mich.; Supt., Twp. Sch. Dist. 4, Dearborn, Mich.

Page, John S., A.B.'22, M.A.'24, Univ. of Mich.; M.A. in Ed.'43, Mich. State Normal Col.; Supt. of Sch., Howell, Mich., since 1922.

Papp, Alexander, Member, Taylor Twp. Bd. of Educ., Taylor Center, Mich., since 1951.

Park, Charles B., B.S.'25, Mich. State Col.; M.A.'35, Univ. of Mich.; Dir. of Special Studies, Div. of Field Serv., Central Mich. Col. of Educ., Mt. Pleasant, Mich., since 1953.

Patterson, Fred W., A.B.'35, Mich. State Normal Col.; A.M.'52, Univ. of Mich.; Supt. of Sch., Dryden, Mich., since 1946.

Patyrak, Stanley, Bd. of Educ., Willow Run, Mich.

Pepper, James N., A.B.'35, Mich. State Normal Col.; M.A.'41, Univ. of Mich.; Supt. of City Sch., Oak Park, Mich., since 1952.

Perkins, Edward Vernon, B.S.'41, Western Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Ed.D.'53, Mich. State Col.; Tchr., Highland Park Jr. Col., Highland Park, Mich., since 1954.

Peters, Clifford N., Supt. of Sch., Muskegon, Mich.

Peterson, Earl E., B.S.'29, Mich. State Col.; M.A.'37, Univ. of Mich.; Supt. of Rural Agrl. Sch., Brooklyn, Mich., since 1950.

Peterson, George E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt. of Sch., Fenton, Mich.

Pfingst, Ralph A., A.B.'34, Western Mich. Col. of Educ.; M.Ed.'45, Wayne Univ.; Supt. of Sch., Marine City, Mich., since 1944.

Phillips, A. J., A.B.'21, Albion Col.; M.A. '25, Ph.D.'33, Univ. of Mich.; Exec. Secy., Mich. Educ. Assn., Lansing, Mich., since 1936.

Phillips, F. R., M.A.'29, Univ. of Mich.; Supt. of Sch., Alma, Mich., since 1926.

Place, Earl H., A.B.'32, Hillsdale Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., St. Joseph, Mich., since 1951.

Plummer, Leon A., A.B.'38, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt., Walton Twp. Sch., Olivet, Mich., since 1947.

Porter, Donald H., Bus. Mgr. of Sch., Ypsilanti, Mich.

Porter, Milton C., B.S.'39, Mich. State Normal Col., Ypsilanti; M.A.'46, Univ. of Mich.; Lenawee Co. Supt. of Sch., Adrian, Mich., since 1947.

Pratt, Roger W., Th.B.'44, Atlantic Union Col.; M.A.'51, Seventh Day Adventist Theol. Sem.; Prin. of Adelphia Academy, Holly, Mich., since 1953.

Purdom, Thomas Luther, A.B.'10, Centre Col.; M.A.'22, Ph.D.'25, Univ. of Mich.; Dir., Bureau of Appointments and Occupational Information, Univ. of Mich., Ann Arbor, Mich., since 1929.

Randels, James Wallace, M.A.'45, Univ. of Mich.; Supt. of Dye Community Sch., Flint, Mich., since 1945.

*Rankin, Paul T., A.B.'15, M.Ed.'42, Mich. State Normal Col.; M.A.'21, Ph.D.'26, Univ. of Mich.; Asst. Supt. of Sch., Detroit, Mich., since 1943.

Rasmussen, Gerald R., B.S.'49, M.A.'53, Mich. State Col.; Supt. of Morrice Consol. Sch., Morrice, Mich., since 1953.

Rather, A. A., A.B.'16, M.A.'24, Univ. of Mich.; M.Ed.'40, Mich. State Normal Col.; Supt. of Sch., Ionia, Mich., since 1917.

Reed, Arlie A., M.A.'38, Northwestern Univ.; Supt. of Sch., Lake Orion, Mich., since 1952.

Reed, (Mrs.) Helen Parker, B.S. in Ed.'31, M.A.'34, Wayne Univ.; Supvg. Prin., Marshall Sch., Detroit, Mich., since 1951.

Reeves, Floyd W., Ph.D.'25, Univ. of Chicago; Prof. of Educ. Admin., and Consultant to the Pres., Mich. State Col., East Lansing, Mich., since 1953.

Reyhner, Theodore O., B.S.'37, Newark Col. of Engineering; A.M.'38, Columbia Univ.; Ph.D.'50, New York Univ.; Assoc. Prof. of Engineering, Mich. Col. of Mining and Tech., Houghton, Mich., since 1953.

Rich, Dwight H., A.B.'19, Kalamazoo Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Lansing, Mich., since 1945.

Richards, C. E., A.B.'21, Univ. of Dubuque; M.A.'41, Univ. of Mich.; Supt. of Twp. Sch., Watersmeet, Mich., since 1934.

Richards, George H., M.A.'49, Mich. State Col.; Supt. of Consol. Sch., Okemos, Mich., since 1951.

Richter, Arthur L., B.A.'30, Western Mich. Col.; M.A.'32, Univ. of Mich.; Supt. of Sch., Frankfort, Mich., since 1944.

Rittenhouse, Floyd Oliver, B.A.'28, Emmanuel Missionary Col.; M.A.'32, Ph.D. '47, Ohio State Univ.; Emmanuel Missionary Col., Berrien Springs, Mich., since 1952.

Robinson, Allen G., M.A.'39, Univ. of Mich.; A.B.'31, Greenville Col.; Supt. of Sch., Coopersville, Mich., since 1948.

Robinson, George R., M.A.'30, Univ. of Mich.; Supt. of Sch. Dist. 8, Oakland Co., Hazel Park, Mich., since 1952.

Robinson, Miles W., B.S.'29, Western Mich. Col. of Educ.; M.A.'39, Wayne Univ.; Supt. of Sch., Menominee, Mich., since 1950.

Robinson, Roy Edward, A.B.'25, Central Mich. Col. of Educ.; A.M.'37, Univ. of Mich.; Supt. of Sch., Ferndale, Mich., since 1947.

Roe, Cleveland, A.B.'30, Mich. State Normal Col.; A.M.'35, Univ. of Mich.; Supt. of Sch., Belleville, Mich., 1935-54.

Roe, Merlin D., A.B.'39, Western Mich. Col. of Educ.; M.A.'49, Wayne Univ.; Supt. of Redford Twp. Sch. Dist., Detroit, Mich., since 1948.

Roe, William H., B.A.'38, Western Mich. Col. of Educ.; M.A.'40, Ph.D.'49, Univ. of Mich.; Prof. of Sch. Admin., Sch. of Educ., Mich. State Col., East Lansing, Mich., since 1952.

Roesch, Winston, 1130 Otillia S. E., Grand Rapids, Mich.

Rollin, Russell A., Life Certificate '21, Mich. State Normal Col.; B.S.'44, Central Mich. Col. of Educ.; Co. Supt. of Sch., Tawas City, Mich., since 1939.

Ross, Meta M., Prin., Grayling Sch., Detroit, Mich., since 1930.

Rossman, James H., B.S.'47, Mich. State Normal Col.; Supt. of Springfield Place Sch., Battle Creek, Mich., since 1948.

Rowlson, Robert C., B.S.'40, Washington Univ.; Sch. Rep., H. E. Beyster and Assoc., Archs. and Engrs., Detroit, Mich., since 1953.

Sangren, Paul V., A.B.'21, Mich. State Normal Col.; A.M.'22, Ph.D.'26, Univ. of Mich.; Pres., Western Mich. Col. of Educ., Kalamazoo, Mich., since 1936.

Scarborough, Stanton William, B.A.'50, Mich. State Col.; Supt. of Sheridian Rd. Schs., Lansing, Mich., since 1951.

Schalm, Paul A., A.B.'23, A.M.'31, Univ. of Mich.; Supt. of Sch., Clawson, Mich., since 1943.

Scharer, Clarence F., M.A.'41, Univ. of Mich.; Supt. of Sch., Mt. Morris, Mich., since 1954.

Scheltema, Charles A., B.S.'39, Western Mich. Col. of Educ.; M.A.'43, Univ. of Mich.; Supt. of Bedford Rural Agr. Sch., Temperance, Mich., since 1952.

Schickler, Clyde K., B.S.'27, Mich. State Col.; M.A.'39, Wayne Univ.; Supt. of Sch., Lapeer, Mich., since 1946.

Schipper, Julius F., A.B.'28, Hope Col.; M.A.'31, Univ. of Mich.; Supt. of Sch., Zeeland, Mich., since 1952.

Schmidt, Louis E., M.A.'37, Univ. of Mich.; Supt. of Clarenceville Sch., Farmington, Mich., since 1948.

Schmidt, R. W., B.S.'46, Western Mich. Col. of Educ.; Deputy Supt. of Co. Sch., Muskegon, Mich., since 1942.

Schoenhals, Glenn, A.B.'28, Mich. State Normal Col.; M.A.'35, Univ. of Mich.; Supt. of Southfield Twp. Sch., Detroit, Mich., since 1947.

Schwedler, Carl J., B.A.'31, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Fort Gratiot Twp. Unit Sch., North Street, Mich., since 1951.

Scott, Cecil G., A.B.'28, Western Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Oscoda, Mich., since 1945.

Scott, Walter W., B.S.'33, Western Mich. Col. of Educ.; M.A.'44, Mich. State Col.; Supt. of Sch., Holland, Mich.

Scully, Mark F., B.S. in Ed.'35, Southeast Mo. State Col.; M.A.'36, George Peabody Col. for Tchrs.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Dearborn, Mich., since 1954.

Seay, Maurice F., A.B.'24, M.A.'26, Transylvania Col.; Ph.D.'43, Univ. of Chicago; LL.D.'43, Union Col.; Dir., Div. of Educ., W. K. Kellogg Foundation, Battle Creek, Mich., since 1954.

Shattuck, Marquis E., A.B.'12, LL.D.'47, Albion Col.; M.Ed.'29, Harvard Univ.; Asst. Supt. of Sch., Detroit, Mich., since 1945.

Shelters, (Mrs.) Mildred, A.B.'47, Western Mich. Col. of Educ.; Supt., Ecorse Twp. Sch. Dist. 7, Wyandotte, Mich., since 1952.

Shirtliff, Dan A., A.B.'40, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Asst. Supt. of Sch. in chg. of Sch. Plant, Roseville, Mich., since 1953.

Shobbrook, Cecil Wallace, B.S.'38, Western Mich. Col. of Educ.; M.A.'48, Univ. of Mich.; Supt. of Community Agrl. Sch., Memphis, Mich., since 1946.

Shoemaker, Paul, B.S.'31, Mich. State Normal Col.; M.A.'45, Wayne Univ.; Asst. Supt. of Redford Union Sch., Detroit, Mich., since 1953.

Shunck, William, A.B.'31, Mich. State Normal Col.; M.A.'37, Univ. of Mich.; Supt. of Waterford Twp. Sch., Pontiac, Mich., since 1945.

Simmons, William, A.B.'42, Mich. State Normal Col.; M.A.'47, Univ. of Mich.; Supt. of Twp. Sch., Romulus, Mich., since 1953.

Simpson, Robert J., A.B.'49, Mich. State Normal Col.; Admin. Asst. to the Supt. of Sch., Garden City, Mich., since 1952.

Smart, Clifford H., M.S.'39, Wayne Univ.; Supt. of Consol. Sch., Walled Lake, Mich., since 1945.

Smith, Ira M., LL.B.'09, Ind. Univ.; LL.D. '37, Ashland Col.; Registrar, Univ. of Mich., Ann Arbor, Mich., since 1925.

Smith, Max S., A.B.'31, Univ. of Denver; M.A.'35, Univ. of Mich.; Supt. of Sch., Highland Park, Mich., since 1951.

Smith, Rex Beach, A.B.'38, Western Mich. Col. of Educ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Holt, Mich., since 1951.

Smith, Robert B., B.S. in Ed.'40, Bowling Green State Univ.; M.A. in Ed.'53, Univ. of Mich.; Supt. of Sch., Grosse Ile, Mich., since 1952.

Smith, Roderick Jackson, B.S.'40, Greenville Col. (Ill.); M.A.'54, Mich. State Col.; Supt. of Wolcott Sch. Dist., Flint, Mich., since 1949.

Smittle, W. Ray, Ph.D.'33, Ohio State Univ.; Prof. of Educ. Admin., Wayne Univ., Detroit, Mich., since 1936.

Snow, Fletcher J., Product Mgr., Sch. Div., American Seating Co., Grand Rapids, Mich.

Snyder, Gene, M.S. in Ed.'48, Bowling Green State Univ. (Ohio); Supt. of Sch., Tekonsha, Mich., since 1953.

Sodt, Harold F., B.S.'47, Mich. State Normal Col.; Supt., Jefferson Consol. Sch., Monroe, Mich., since 1948.

Spaulding, Bernard Leo, A.B.'28, Western Mich. Col. of Educ.; M.A.'45, Univ. of Mich.; Supt. of Fairview Sch., Grand Rapids, Mich., since 1941.

Spencer, Glenn, Bd. of Educ., Willow Run, Mich.

Spitler, H. Carl, Supt. of Sch., Petoskey, Mich.

Stark, Harold C., B.S.'19, Mich. State Col.; A.M.'29, Univ. of Mich.; Supt. of Sch., Buchanan, Mich., since 1923.

Stevenson, Robert J., B.S.'46, Mich. State Normal Col.; M.A.'48, Univ. of Mich.; Asst. Supt. of Pub. Sch., Willow Run, Mich., since 1951.

Stoliker, Carl P., Member, Bd. of Educ., Port Huron, Mich.

Stow, Gordon H., B.S.Arch.'36, M.S.'36, Univ. of Mich.; Architectural Engineer, Warren S. Holmes Co., Lansing, Mich., since 1947.

Straight, Eugene D., B.S.Arch.'21, Univ. of Mich.; Co-Partner, Bennett and Straight, Archts., Dearborn, Mich., since 1931.

Strayer, Floyd J., B.S.'32, Mich. State Normal Col.; A.M.'38, Univ. of Mich.; Supt. of Sch., Blissfield, Mich., since 1945.

Strolle, Roland S., A.B.'33, Northern Mich. Col.; M.A.'41, Univ. of Minn.; Consultant, State Dept. of Pub. Instr., Lansing, Mich.

Strong, Fred E., M.A.'40, Univ. of Mich.; Supt. of Sch., Monroe, Mich., since 1953.

Strubank, William, Member, Bd. of Educ., Willow Run, Mich.

Taylor, C. L., A.B.'37, LL.B.'49, Central Mich. Col. of Educ.; M.A.'48, Mich. State Col.; Supt. of Pub. Instr., State Dept. of Pub. Instr., Lansing, Mich., since 1953.

Taylor, Edwin L., A.B.'27, Mich. State Normal Col.; A.M.'34, Univ. of Mich.; Supt. of Sch., Grandville, Mich., since 1950.

Taylor, William C., Supt. of Sch., Trenton, Mich.

Taylor, William H., B.S.'23, Mich. State Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Vicksburg, Mich., since 1947.

Ten Cate, Vernon D., Member, Bd. of Educ., Holland, Mich.

Thomas, E. Byron, M.A.'35, Northwestern Univ.; Supt. of Sch., Coldwater, Mich., since 1948.

Thomas, John W., B.S.'27, Central Mo. State Tchrs. Col.; M.A.'35, Univ. of Mo.; Supt. of Sch., Wakefield, Mich., since 1938.

Thomas, William J., A.B.'34, Northern Mich. Col. of Educ.; M.A.'40, Univ. of Mich.; Supt. of Sch., Vassar, Mich., since 1951.

Thompson, Max, B.S.'29, Alma Col.; M.A. '41, Wayne Univ.; Supt. of Sch., Van Dyke, Mich., since 1950.

Titus, C. P., A.B.'27, Western Mich. Col. of Educ.; M.A.'46, Univ. of Mich.; Supt. of Nankin-Dearborn Sch. Dist. 2, Inkster, Mich., since 1954.

Totten, W. Fred, A.B.'27, DePauw Univ.; M.A.'31, Ph.D.'43, Ind. Univ.; Pres., Flint Jr. Col., Flint, Mich., since 1950.

Tower, John O., A.B.'37, Mich. State Col.; Supt. of Newhall Sch., Grand Rapids, Mich., since 1951.

Tower, Robert Scott, B.S.'41, Mich. State Normal Col.; M.A.'49, Univ. of Mich.; Supt. of Warren Twp. Sch. Dist. 4, Roseville, Mich., since 1951.

Tyndall, Russell F., B.S.'30, Mich. State Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Pigeon, Mich., since 1951.

Vander Linden, Clarence, A.B.'35, Hope Col.; M.A.'46, Univ. of Mich.; Supt. of Sch., Leslie, Mich., since 1946.

Vander Ven, James H., M.A.'37, Univ. of Mich.; Supt. of Sch., Mason, Mich., since 1946.

VanderVen, William H., M.A.'53, Wayne Univ.; Supt. of Dublin Sch. Dist. 7, White Lake Twp., Pontiac, Mich.

Van Reyendam, Dirk, Archt., 410 Hammond Bldg., Detroit, Mich., since 1936.

Van Volkinburg, R. M., M.A.'41, Univ. of Mich.; Supt. of Pub. Sch., Grand Haven, Mich., since 1952.

Van Wesep, George J., A.B.'31, Calvin Col.; A.M.'35, Tchrs. Col. (N.Y.); Deputy Supt. of Kent Co. Sch., Grand Rapids, Mich., since 1947.

VanWestrienen, Harold J., A.B. in Voc. Educ.'29, M.A. in Voc. Educ.'34, Univ. of Mich.; State Dir. of Voc. Educ., Lansing, Mich., since 1953.

Van Zanten, Charles, A..B.'23, Hope Col.; A.M.'28, Univ. of Mich.; Supt. of Sch., Shelby, Mich., since 1947.

VerMeulen, James M., A.B.'26, Hope Col.; Exec. Vicepres., American Seating Co., Grand Rapids, Mich., since 1944.

Wade, Ernest E., A.B.'17, Ind. Univ.; M.A.'23, Columbia Univ.; Supt. of Sch., East Jordan, Mich., since 1932.

Walkotten, George, A.B.'22, Kalamazoo Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Albion, Mich., since 1939.

Wallace, Archie O., B.S. in Ed.'39, Bowling Green State Univ.; Supt., Madison Agr. Sch., Adrian, Mich., since 1950.

Walter, Howard C., B.S.'24, Mich. State Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Hartford, Mich., since 1947.

Warmbrunn, H. Paul, B.S.'43, Miami Univ.; M.A.'47, Univ. of Mich.; Supt. of Sch., Shepherd, Mich., since 1953.

Waugh, L. H., B.A.'25, Western Mich. Col. of Educ.; M.A.'37, Univ. of Mich.; Supt. of Sch., Saugatuck, Mich., since 1925.

Webb, Morley G., A.B.'40, Alma Col.; M.A.'46, Univ. of Mich.; Supt. of Sch., Edmore, Mich., since 1945.

Webb, Wayne L., B.S.'34, Mich. State Normal Col.; M.S.'41, Univ. of Mich.; Supt. of Sch., Dexter, Mich., since 1952.

Weinheimer, Norman P., A.B.'49, Western Mich. Col. of Educ.; M.A.'54, Univ. of Mich.; Supt. of Twp. Dist. 2 Frl. Schs., Niles, Mich., since 1952.

Weinlander, M. A., A.B.'17, M.A.'24, Univ. of Mich.; Supt. of Sch. Dist. 2, Wyandotte, Mich., since 1935.

Wekenman, Richard W., A.B.'42, Western Mich. Col. of Educ.; M.A.'51, Univ. of Mich.; Supt. of Sch., Belding, Mich., since 1954.

Weller, Helen M., A.B.'36, Western Mich. Col. of Educ.; M.A.'44, Univ. of Mich.; Supt. of North Park Sch., Grand Rapids, Mich., since 1940.

*Wells, John Edward, Tchrs. Cert. '24, Provincial Normal, Regina, Sask.; Life Cert. '28, Northern Mich. Col. of Educ., Marquette; B.S.'32, Manchester Col.; M.A.'43, Univ. of Mich.; Supt. of Sch., Chassell, Mich., since 1951.

Wenrich, Ralph C., B.S.'31, M.S.'34, Pa. State Univ.; Prof., and Chmn., Dept. of Voc. Educ. and Practical Arts, Univ. of Mich., Ann Arbor, Mich., since 1950.

Wesebaum, Aldean B., B.S.'30, M.A.'35, Wayne Univ.; Jr. Admin. Asst., Personnel, Bd. of Educ., Detroit, Mich., since 1953.

Wetherell, Harold O., A.B.'31, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Belleville, Mich., since 1954.

Wheeler, Norman S., B.A.'37, M.Ed.'41, Wayne Univ.; Jr. Admin. Asst., Dept. of Admin. Research, Pub. Sch., Detroit, Mich., since 1951.

Whetstone, Clinton F., A.B.'22, Defiance Col.; A.M.'28, Univ. of Mich.; Calhoun Co. Supt. of Sch., Marshall, Mich., since 1939.

White, L. E., B.S.'32, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., Allegan, Mich., since 1954.

White, Thomas W., A.B.'32, Central Mich. Col. of Educ.; Supt. of Twp. Sch., Bridgeport, Mich., since 1942.

Whitman, Willard M., A.B.'09, Harvard Univ.; Educ. Consultant, Bd. of Educ., Marquette, Mich., since 1954.

Whitmer, Dana P., A.B.'34, Oberlin Col.; M.A.'37, Ph.D.'49, Ohio State Univ.; Supt. of Sch., Pontiac, Mich., since 1954.

Wiench, Alcuin A., B.A.'39, N. Dak. State Tchrs. Col., Dickinson; M.A.'46, Columbia Univ.; Bus. Mgr. of Pub. Sch., Willow Run, Mich., since 1952.

Wilkinson, F. Foster, B.S.'31, Mich. State Normal Col., Ypsilanti; M.A.'41, Wayne Univ.; Supt. of Madison Dist. Schs., Royal Oak, Mich., since 1939.

Wilkinson, Lester G., A.B.'29, Central State Tchrs. Col. (Mich.); M.A.'39, Univ. of Mich.; Supt. of Rural Agrl. Sch., Springport, Mich., since 1953.

Wilkinson, Varl O., B.S.'39, Western Mich. Col. of Educ.; M.A.'42, Univ. of Mich.; Supt. of Twp. Sch., Portage, Mich., since 1947.

Willer, Harry, 108 W. Chicago Rd., Sturgis, Mich.

Williams, J. Gordon, A.B.'36, Western Mich. Col. of Educ.; M.A.'51, Mich. State Col.; Supt. of Sch., Yale, Mich., since 1951.

Wills, Oscar, Secy., Bd. of Educ., Capac, Mich.

Wilson, Donald F., A.B.'27, Central Mich. Col. of Educ.; A.M.'41, Univ. of Mich.; Supt. of Sch., Sand Lake, Mich., since 1954.

Wilson, R. H., A.B.'23, LL.D.'51, Alma Col.; M.A.'30, Univ. of Mich.; Supt. of Sch., Alpena, Mich., since 1936.

Winger, Paul M., A.B.'27, Manchester Col.; A.M.'34, Ind. Univ.; Supt. of Sch., Niles, Mich., since 1951.

Winger, Robert M., A.B.'26, Manchester Col.; M.A.'41, Wayne Univ.; Asst. Dir. of Voc. Educ., State Dept. of Pub. Instr., Lansing, Mich., since 1951.

Wolfe, Glenn H., B.S.'36, Wayne Univ.; Pres., Bd. of Educ., Centerline, Mich., since 1950.

Woodby, Wayne, A.B.'33, Central Mich. Col. of Educ.; A.M.'37, Mich. State Col.; Supt. of Sch., Fennville, Mich., since 1948.

Wooster, Glenn L., M.Ed.'50, Wayne Univ.; Supt. of Sch., Vermontville, Mich., since 1952.

Yates, Gilbert Benton, A.B.'34, M.A.'42, Univ. of Mich.; Bus. Admin., Pub. Sch., Livonia, Mich., since 1954.

Zachrich, Alvin N., B.S.'47, Bowling Green State Univ.; M.A.'51, Mich. State Col.; Supt. of Sch., Harbor Springs, Mich., since 1953.

INSTITUTIONAL MEMBERS

Kellogg Foundation Library, W. K. Kellogg Foundation, Battle Creek, Mich.

Bd. of Educ., Reference Library, Detroit, Mich.

Mich. State Normal Col., Library, Ypsilanti, Mich.

Professional Library, Bd. of Educ., Dearborn, Mich.

Western Mich. Col. of Educ., Genl. Library, Kalamazoo, Mich.

MINNESOTA

Amdahl, L. H., B.E.'35, Minn. State Tchrs. Col., Winona; M.S.'45, Univ. of N. Dak.; Supt. of Sch. Dist. 102, Washington Co., St. Paul Park, Minn., since 1950.

Amidon, Paul S., B.S.'24, M.A.'34, Univ. of Minn.; Educ. Consultant, 1024 Plymouth Bldg., Minneapolis, Minn.

Andersen, Hans E., B.A.'35, Hamline Univ.; M.A.'45, Univ. of Minn.; Supt. of Sch., Pine River, Minn., since 1952.

Anderson, Clifford E., B.A.'29, Gustavus Adolphus Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Slayton, Minn., since 1947.

Anderson, Robert M., B.A.'25, Gustavus Adolphus Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Carlton, Minn., since 1946.

Anderson, W. O., B.S.'25, M.A.'38, Univ. of Minn.; Supt. of Independent Sch. Dist. 13, Aurora, Minn., since 1950.

Atwood, Perry M., B.A.'33, M.A.'35, Univ. of Minn.; Supt. of Sch., Staples, Minn., since 1921.

Aune, Roy Benjamin, M.A.'34, Univ. of Minn.; Supt. of Independent Sch. Dist. 1, Breckenridge, Minn., since 1949.

Ause, Harold B., B.A.'34, St. Olaf Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Harmony, Minn., since 1951.

Becker, Vernon W., B.A.'32, Union Col. (Nebr.); Ed.M.'52, Colo. State Col. of Educ.; Educ. Secy., Northern Union Conference of Seventh-Day Adventists, Minneapolis, Minn., since 1951.

Belsaas, Roy M., B.A.'32, St. Olaf Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Braham, Minn., since 1949.

Bender, Lloyd L., B.A.'24, M.A.'37, Univ. of Wyo.; Supt. of Indep. Sch. Dist. 33, Barnett, Minn., since 1947.

Bergee, Arthur P., B.A.'30, Luther Col. (Iowa); LL.B.'36, American Extension Univ.; Supt. of Sch., Hector, Minn., since 1948.

Bettner, Fred, B.A.'39, Minn. State Tchrs. Col., Mankato; M.A.'46, Univ. of Iowa; Supt. of Sch., Lamberton, Minn., since 1949.

Bjornson, Homer Mahlon, B.A.'43, N. Dak. State Tchrs. Col., Valley City; M.A.'50, Univ. of N. Dak.; Supt. of Sch. Dist. 2, Waubun, Minn., since 1953.

Borneman, George H., M.A.'39, Univ. of Minn.; Supt. of Sch., Tracy, Minn., since 1949.

Bossing, Nelson Louis, A.B.'17, LL.D.'48, Kansas Wesleyan Univ.; M.A.'22, Northwestern Univ.; Ph.D.'25, Univ. of Chicago; Prof. of Educ., Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1948.

Brown, David M., B.S.'41, N. Dak. Agr. Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Goodridge, Minn., since 1953.

Brynelson, Ralph M., M.S.'50, Univ. of N. Dak.; Supt. of Sch., Cottonwood, Minn., since 1953.

Budd, George F., Ed.D.'51, Columbia Univ.; Pres., State Tchrs. Col., St. Cloud, Minn., since 1952.

Bye, Morris, B.A.'18, Concordia Col.; M.A. '40, Univ. of Minn.; Supt. of Sch., Anoka-Hennepin Independent Dist. 220, Anoka, Minn., since 1952.

Christopherson, Walter W., B.S.'34, M.A. '47, Univ. of Minn.; Supt. of Sch., Remer, Minn., since 1951.

Churchill, E. C., B.A.'29, Wis. State Col., Superior; M.A.'40, Univ. of Minn.; Supt. of Sch., Cloquet, Minn., since 1948.

Clasen, Sherwood W., Supt., Pub. Sch., Freeborn, Minn.

Clauson, Donald L., B.A.'35, St. Olaf Col.; M.A.'46, Univ. of Minn.; Supt. of Sch., Farmington, Minn., since 1948.

Cole, Alfred J., B.A.'20, St. Olaf Col.; M.A. '39, Univ. of N. Dak.; Supt. of Sch., St. James, Minn., since 1946.

Conner, Forrest E., A.B.'23, Univ. of S. Dak.; M.A.'33, Ph.D.'37, State Univ. of Iowa; Supt. of Sch., St. Paul, Minn., since 1949.

*Cook, Walter Wellman, B.A.'23, M.A.'26, Ph.D.'31, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Minn., Minneapolis, Minn., since 1952.

Cooper, Harry P., Asst. Supt. of Sch. in chg. of Sec. Educ., Minneapolis, Minn.

Cory, N. Durward, A.B.'28, Wabash Col.; M.A.'35, Ball State Tchrs. Col. (Ind.); Supt. of Sch., Rochester, Minn., since 1948.

Crawford, Clarence L., B.A.'25, Cotner Col.; M.A.'28, Univ. of Nebr.; Ph.D.'36, Univ. of Mich.; Pres., State Tchrs. Col., Mankato, Minn., since 1946.

Cross, C. Willard, B.A.'15, Carleton Col.; Diploma '21, Union Theol. Sem.; M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Faribault, Minn., since 1935.

Currie, Archie G., B.S.'32, Univ. of N. Dak.; B.Ed.'33, Minn. State Tchrs. Col., Bemidji; Supt. of Sch., Garden City, Minn., since 1948.

Dahl, James Andy, B.Ed.'31, Minn. State Tchrs. Col., Moorhead; M.A.'33, Colo. State Col. of Educ.; Supt. of City Sch., Taylors Falls, Minn., since 1952.

Dahlager, Karl O., B.A.'31, Augsburg Col.; M.A.'43, Univ. of Minn.; Supt., Crosby-Ironton Sch., Crosby, Minn., since 1954.

Davidson, W. H., B.A.'32, Dakota Wesleyan Univ.; M.A.'43, Univ. of S. Dak.; Supt. of Sch., Fulda, Minn., since 1946.

Dickerson, Douglas F., B.A.'26, Univ. of Nebr.; M.A.'34, Central Univ.; Sc.D.'42, Webster Univ.; Supt. of Woodcrest Sch., Minneapolis, Minn., since 1953.

Dittes, William H., B.S.'21, Univ. of Minn.; M.A.'27, Columbia Univ.; Supt. of Sch. Dist. 47, New York Mills, Minn., since 1949.

Domian, O. E., B.A.'21, Hamline Univ.; M.A.'29, Ph.D.'51, Univ. of Minn.; Dir., Div. of Field Studies, Univ. of Minn., Minneapolis, Minn., since 1951.

Dominick, Leo H., B.A.'20, M.S.'30, Univ. of N. Dak.; Supt. of Sch., International Falls, Minn., since 1949.

Durbahn, Ezra A., B.S.'16, Hamline Univ.; M.A.'22, Columbia Univ.; Supt. of Sch., Worthington, Minn., since 1937.

Eddie, George A., B.S. in Ed.'27, M.S. in Ed.'39, Univ. of N. Dak.; Supt. of Sch., Fairmont, Minn., since 1950.

Een, Andrew R., B.S.'43, Minn. State Tchrs. Col., Mankato; M.A.'51, Univ. of Minn.; Supt. of Sch., Windom, Minn., since 1953.

Eikenes, David S., B.A.'26, Concordia Col. (Minn.); M.S.'40, Univ. of N. Dak.; Supt. of Sch., Warren, Minn., since 1943.

Eitreim, George W. B., A.B.'32, Augustana Col.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sacred Heart, Minn., since 1946.

Eitreim, Harvey G., B.A.'36, Augustana Col. (S. Dak.); M.S.'42, S. Dak. State Col.; Supt. of Sch., Luverne, Minn., since 1949.

Elwell, Reid B., B.S.'36, M.A.'51, Univ. of Minn.; Supt. of Sch., Fairfax, Minn., since 1953.

Enestvedt, Harold R., B.A.'28, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of St. Louis Park Sch., Minneapolis, Minn., since 1948.

Englund, Walter E., A.B.'11, Gustavus Adolphus Col.; Exec. Secy., Minn. Educ. Assn., St. Paul, Minn., since 1937.

Fairchild, Charles A., B.E.'33, Minn. State Tchrs. Col., Bemidji; M.A.'42, State Univ. of Iowa; Supt. of Sch., Glencoe, Minn., since 1942.

Feipel, George, Supt. of Sch., Montgomery, Minn.

Filibeck, J. A., B.S. in Ed.'38, Univ. of N. Dak.; M.A. in Ed.Adm.'52, Univ. of Minn.; Supt. of Sch., Chokio, Minn., since 1953.

Fjelstad, Luther, B.A.'48, Concordia Col. (Minn.); M.S.'50, Univ. of N. Dak.; Supt. of Sch., Emmons, Minn., since 1952.

Fox, Frank J., B.E.'35, Wis. State Tchrs. Col., LaCrosse; M.A.'41, Univ. of Minn.; Supt. of Sch., Morris, Minn., since 1947.

Frey, L. M., Supt. of Sch., Marshall, Minn., since 1950.

Frisby, H. E., B.S.'34, Univ. of Minn.; Supt. of Sch., Ivanhoe, Minn., since 1936.

Gaffney, Michael R., B.S.'33, M.S.'39, Univ. of Minn.; Supt. of Sch., Graceville, Minn., since 1949.

Gibson, Charles Reed, B.A.'28, Miami Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Supt. of Independent Consol. Sch. Dist. 116, Edgerton, Minn., since 1950.

Gough, Harry Betzer, Ph.B.'14, Hamline Univ.; M.A.'28, Univ. of Minn.; Supt. of Sch., St. Cloud, Minn., since 1930.

Granskou, Clemens M., A.B.'17, St. Olaf Col.; D.D.'36, Luther Theol. Sem.; Pres., St. Olaf Col., Northfield, Minn., since 1943.

Gray, Reede, B.A.'25, Carleton Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Redwood Falls, Minn., since 1935.

Grudem, Harold William, B.E.'39, Minn. State Tchrs. Col., Winona; Supt. of Sch., Kasson, Minn., since 1953.

Gustafson, Leslie J., B.A.'27, B.S.'28, M.A.'38, Univ. of Minn.; Supt. of Sch. Dist. 1, Owatonna, Minn., since 1944.

Hafdal, Arthur O., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'41, Univ. of Minn.; Supt. of Sch., Alexandria, Minn., since 1949.

Halverson, J. John, B.A.'20, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of Sch., Albert Lea, Minn., since 1943.

Halvorson, Gilman R., B.Ed.'31, Minn. State Tchrs. Col., St. Cloud; M.A.'44, Univ. of Minn.; Supt. of Sch., Chatfield, Minn., since 1950.

Halvorson, K. L., M.A.'42, Univ. of N. Dak.; Supt. of Sch., Sauk Rapids, Minn., since 1943.

Hankerson, Marshall R., B.A.'38, Hamline Univ.; M.A.'46, Univ. of Minn.; Supt. of Sch., Mapleton, Minn., since 1954.

Hansen, Richard G., B.S. in Ed.'40, LaCrosse State Tchrs. Col. (Wis.); M.A.'46, Northwestern Univ.; Ph.D.'53, State Univ. of Iowa; Asst. Supt. of Elem. Educ., St. Paul, Minn., since 1953.

Hanson, Paul J., B.S.'27, N. Dak. Agrl. Col.; M.S.'41, Univ. of N. Dak.; Supt. of Sch., Little Falls, Minn., since 1946.

Hanson, W. E., A.B.'25, Gustavus Adolphus Col.; Supvr., Sch. Dist. Survey, State Dept. of Educ., St. Paul, Minn., since 1948.

Harbo, L. S., B.A.'18, Augsburg Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., Austin, Minn., since 1949.

Hawk, Wesley Edwin, M.E.'47, Univ. of Colo.; Supt. of Sch., Janesville, Minn., since 1951.

Hegdal, H. G., B.A.'26, St. Olaf Col.; Supt. of Sch., St. Peter, Minn., since 1947.

Heggerston, A. I., B.A.'21, St. Olaf Col.; M.A.'30, Univ. of Minn.; Dir. of Admin. Research, Pub. Sch., Minneapolis, Minn., since 1936.

Heinemann, F. E., B.A.'16, Carleton Col.; M.A.'38, Univ. of Minn.; Dir., Graded Elem. and Sec. Sch., State Dept. of Educ., St. Paul, Minn., since 1942.

Herrmann, E. C., M.A.'40, Univ. of Minn.; Supt. of Sch., Lakefield, Minn., since 1949.

Herrmann, John M., B.A.'22, Hamline Univ.; M.A.'39, Univ. of Minn.; Supt. of Sch., New Ulm, Minn., since 1944.

Hill, Beverly H., M.A.'47, Univ. of Minn.; Supt. of Sch., Waseca, Minn., since 1954.

Hill, Dolson W., M.A.'48, Univ. of Minn.; Supt. of Sch., Barnesville, Minn., since 1953.

*Hill, Frederick William, B.S.'34, M.S.'35, Kansas State Col., Manhattan; Ed.D.'41, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch. in chg. of Business Affairs, Minneapolis, Minn., since 1954.

Hillesland, Earl F., B.S.'50, N. Dak. Agrl. Col.; M.S. in Ed.'54, Univ. of N. Dak.; Supt. of Sch., Audubon, Minn., since 1953.

Holst, Alwyn Robert, Ed.D.'47, New York Univ.; Supt. of Sch., Coleraine, Minn., since 1953.

Hooker, Clifford E., B.S.'32, M.A.'42, Univ. of Minn.; Supt. of Sch., Lakeville, Minn., since 1936.

Hughes, J. A., B.S.'19, Carleton Col.; M.A. '40, Univ. of Minn.; Supt. of Sch., Forest Lake, Minn., since 1950.

Hulin, Herman, B.A.'40, Minn. State Tchrs. Col., St. Cloud; M.A.'43, Univ. of N. Dak.; Supt. of Sch., Long Prairie, Minn., since 1950.

Huselid, Arthur C., B.A.'26, Luther Col.; M.S.'41, Univ. of N. Dak.; Supt. of Sch., Renville, Minn., since 1949.

Ingebrigtson, Carl S., B.A.'29, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Westbrook, Minn., since 1946.

Jacobson, Herman G., B.A.'28, Concordia Col. (Minn.); M.A.'39, Univ. of N. Dak.; Supt. of Sch., Ada, Minn., since 1952.

Jedlicka, Alexander I., B.A.'07, M.A.'27, Univ. of Minn.; Supt. of Sch., Proctor, Minn., since 1918.

Jensen, Harvey D., B.A.'29, St. Olaf Col.; M.A.'34, Univ. of Wis.; Supt. of Sch., Winona, Minn., since 1949.

Jenson, Howard A., B.A.'32, Concordia Col.; M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Litchfield, Minn., since 1945.

Johnson, Erling O., B.A.'31, Luther Col.; M.A.'38, Univ. of Minn.; Supt. of Sch., Mankato, Minn., since 1953.

Johnson, Grant Henry, B.S.'39, M.A.'46, Univ. of Minn.; Supt. of Sch., Detroit Lakes, Minn., since 1951.

Jorgenson, Harry A., B.A.'27, Concordia Col. (Minn.); Supt. of Pub. Sch., Bagley, Minn., since 1945.

Jorstad, L. J., B.A.'12, St. Olaf Col.; Supt. of Sch., Hayfield, Minn., since 1925.

Karow, Donald D., M.A.'42, Univ. of Minn.; Supt. of Independent Sch. Dist. 4, Lake City, Minn., since 1939.

Kearney, Nolan Charles, B.A.'24, M.A.'32, Ph.D.'48, Univ. of Minn.; Asst. Supt. of Sch. in chg. of Research and Curriculum, St. Paul, Minn., since 1944.

Kittleson, Arnold M., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'45, Univ. of Minn.; Supt. of Sch., Halsted, Minn., since 1945.

Knalson, Edward H., B.A.'42, N. Dak. State Tchrs. Col., Minot; M.A.'46, Univ. of Minn.; Supt. of Sch., Fertile, Minn., since 1949.

Kuhlman, Milton H., B.S.'24, S. Dak. State Col.; M.A.'40, Univ. of Minn.; Supt., Edina-Morningside Sch., Minneapolis, Minn., since 1950.

Kunelius, John E., B.S.'41, Minn. State Tchrs. Col., Winona; Supt. of Sch., Delavan, Minn., since 1954.

Kval, Edwin E., B.S.'35, N. Dak. State Tchrs. Col., Ellendale; M.S.'48, Univ. of N. Dak.; Supt. of Sch., Fisher, Minn., since 1953.

Law, Lyle B., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Morgan, Minn., since 1947.

Lechner, Lawrence T., B.A.'30, Concordia Col. (Minn.); M.A.'46, Univ. of Minn.; Supt. of Sch., Gilbert, Minn., since 1952.

Lee, Edmund C., B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'46, Univ. of Minn.; Supt. of Sch., Elbow Lake, Minn., since 1953.

Lewis, Arthur J., Jr., B.A.'40, M.A.'47, Univ. of Denver; Asst. Supt. in chg. of Elem. Educ., Minneapolis, Minn., since 1952.

Lewis, Carl Raymond, B.S.'31, N. Dak. Agrl. Col.; M.A.'42, Univ. of S. Dak.; Supt. of Sch., Rushford, Minn., since 1945.

Lindahl, F. A., B.A.'32, Gustavus Adolphus Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Sleepy Eye, Minn., since 1947.

Lindahl, John O., B.A.'20, Univ. of Minn.; Supt. of Crosby-Ironton Sch. Dist. 51, Crosby, Minn., 1941-54 (retired).

Logeland, Erling, B.A.'23, Augsburg Col.; M.Sc. in Ed.'49, Univ. of N. Dak.; Supt. of Sch., Henderson, Minn., since 1951.

Longstreet, John H., M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Northfield, Minn., since 1953.

Lytle, Carlton W., Supt., Orono Consol. Sch. Dist. 11, Long Lake, Minn., since 1951.

McFarlin, Maurice Thorp, B.S.'42, M.S.'50, Univ. of N. Dak.; Supt. of Indep. Sch. Dist. 63, Blooming Prairie, Minn., since 1952.

McPherson, W. B., B.S.'26, Jamestown Col.; M.A.'32, Univ. of Minn.; Supt. of Sch., St. Charles, Minn., since 1948.

Malmquist, M. L., B.A.'23, Gustavus Adolphus Col.; Dist. Supt. of Sch., Grand Rapids, Minn., since 1943.

Matheson, Erroll J., B.E.'33, Minn. State Tchrs. Col., Moorhead; M.E.'41, Univ. of Colo.; Supt. of Independent Sch. Dist. 64, Springfield, Minn., since 1941.

Medalen, Merle, Supt. of Sch., Good Thunder, Minn.

Michie, James K., B.A.'25, Carleton Col.; M.A.'36, Univ. of Minn.; Supt. of Independent Sch. Dist. 27, Hibbing, Minn., since 1946.

Mickelson, Irwin T., B.E.'36, Minn. State Tchrs. Col., Moorhead; M.S. in Ed.'43, Univ. of N. Dak.; Supt. of Sch., Le Sueur, Minn., since 1948.

Moe, George A., B.S.'35, M.A.'39, Univ. of Minn.; Supt. of Independent Sch. Dist. 21, Mountain Iron, Minn., since 1948.

Mogck, C. H., B.A.'37, Dakota Wesleyan Univ.; M.A.'44, Univ. of S. Dak.; Supt. of Sch., Benson, Minn., since 1947.

Mork, Joseph M., B.A.'28, St. Olaf Col.; M.A.'39, Univ. of N. Dak.; Supt. of Sch., Milaca, Minn., since 1943.

Myron, A. O., M.A.'23, Univ. of S. Dak.; Supt. of City Sch., Jackson, Minn., since 1928.

Neale, Mervin Gordon, B.S.'11, Univ. of Mo.; A.M.'17, Ph.D.'20, Columbia Univ.; Prof. of Educ. Admin., Univ. of Minn., Minneapolis, Minn., since 1937.

Nelson, A. L., B.A.'32, Gustavus Adolphus Col.; M.A.'46, Univ. of N. Dak.; Supt. of Sch., Winthrop, Minn., since 1947.

Nelson, Dale G., B.S.'36, Minn. State Tchrs. Col., St. Cloud; M.A.'49, Univ. of Minn.; Supt. of Indep. Consol. Sch. Dist. 85, Mound, Minn., since 1948.

Nelson, Earle W., B.S.'37, Univ. of Minn.; B.S.'40, Minn. State Tchrs. Col., Winona; M.Ed.'49, Univ. of Colo.; Supt. of Sch., Okabena, Minn., since 1949.

Nelson, Myer, Supt., Independent Sch. Dist. 1, Pillager, Minn., since 1943.

Nigg, William J., B.Ed.'38, Minn. State Tchrs. Col., Mankato; M.A.'41, Univ. of Minn.; Supt. of Thomson Twp. Indep. Sch. Dist. 1, Esko, Minn., since 1945.

Nilsen, William O., B.A.'24, St. Olaf Col.; M.A.'35, Univ. of Minn.; Supt. of Sch., Excelsior, Minn., since 1943.

Nordgaard, E. N., B.A.'23, Luther Col.; M.A.'42, Univ. of Minn.; Supt. of Sch., Glenwood, Minn., since 1928.

Norman, Robert H., B.S.'30, M.A.'41, Univ. of Minn.; Supt. of Sch., Montevideo, Minn., since 1953.

Noyes, William E., B.A.'11, Macalester Col.; M.A.'31, Univ. of Minn.; Supt., Tower-Soudan Schs., Tower, Minn., since 1922.

Olson, Hubert G., B.A.'24, Carleton Col.; M.A.'41, Univ. of Minn.; Supt. of Bloomington Consol. Sch., Minneapolis, Minn., since 1943.

Olson, Paul B., Master's '39, Northwestern Univ.; Supt. of Sch., Watertown, Minn., since 1947.

Opatz, Ralph R., B.A.'49, St. John's Univ.; Supt. of Sch., Pierz, Minn., since 1953.

Ostroot, James, B.A.'28, St. Olaf Col.; M.A. '39, Univ. of Minn.; Supt. of Sch., Granite Falls, Minn., since 1944.

Palm, John F., B.A.'20, Gustavus Adolphus Col.; M.A.'27, Univ. of Minn.; Supt. of City Sch., Adams, Minn., since 1953.

Patchin, S. A., B.A.'14, M.A.'15, Univ. of Minn.; Dean, Hibbing Jr. Col., Hibbing, Minn., since 1946.

Peters, Diedrich G., M.A.'42, Univ. of Minn.; Supt. of Sch., Minneota, Minn., since 1948.

Polga, B. J., B.S.'38, M.A.'40, Univ. of Minn.; Supt. of Sch., Hastings, Minn., since 1949.

Poston, Reuben Roger, B.A.'34, St. Olaf Col.; M.A.'46, Tchrs. Col., Columbia Univ.; Ed.D.'52, Univ. of N. Dak.; Supt. of Sch., Marietta, Minn., since 1952.

Purrington, L. C., B.E.'36, Minn. State Tchrs. Col., Mankato; M.A.'51, Univ. of Minn.; Supt. of Sch., Cosmos, Minn., since 1954.

Putnam, Rufus A., B.S.'28, LL.D.'53, Evansville Col.; M.S.'35, Ind. Univ.; Ed.D.'52, Columbia Univ.; Supt. of Sch., Minneapolis, Minn., since 1950.

Rabe, W. C., B.A.'15, Upper Iowa Univ.; M.A.'35, Univ. of Minn.; Supt. of Sch., Madison, Minn., since 1944.

Reeder, Ralph R., M.A.'40, Univ. of Minn.; Supt. of Mounds View Sch., New Brighton, Minn., since 1951.

Reinertsen, S. G., B.A.'11, St. Olaf Col.; M.A.'21, Univ. of Colo.; Supt. of Sch., Moorhead, Minn., since 1926.

Reishus, Knut P. B., B.A.'09, Luther Col.; M.S.'35, Univ. of N. Dak.; Supt. of Sch., East Grand Forks, Minn., since 1929.

Reishus, Victor L., B.A.'27, St. Olaf Col.; M.A.'39, Univ. of Minn.; Supt. of Sch. Dist. 24, Biwabik, Minn., since 1941.

Richardson, Walter W., M.A.'38, Univ. of Minn.; B.A.'33, Univ. of S. Dak.; Supt. of Sch., North St. Paul, Minn., since 1947.

Rosa, Irvin E., B.A.'24, Carleton Col.; M.A. '31, Univ. of Chicago; Genl. Mgr., Josten Co., Owatonna, Minn., since 1944.

Rubash, Gust J., M.S.'49, Univ. of N. Dak.; Supt. of Sch., Melrose, Minn., since 1949.

Rumpel, Harry E., Ph.B.'23, Ripon Col.; M.A.'47, Univ. of Minn.; Supt. of Richfield Sch., Minneapolis, Minn., since 1944.

Rutherford, J. C., B.E.'37, Wis. State Col., Superior; Ph.M.'44, Univ. of Wis.; Supt. of Sch., Lake Crystal, Minn., since 1950.

Rygh, Richard Glenn, B.S.'48, Minn. State Tchrs. Col., St. Cloud; M.A.'51, Univ. of N. Dak.; Supt. of Sch., Beaver Creek, Minn., since 1953.

Salmi, Wilfred W., St. Louis Co. Supt. of Sch., Duluth, Minn., since 1945.

Salzwedel, J. J., B.A.'26, Carleton Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Gaylord, Minn., since 1942.

Sater, John Albert, B.A.'30, Concordia Col., (Minn.); M.Sc.'40, Univ. of N. Dak.; Supt. of Sch., Princeton, Minn., since 1953.

Satterfield, K. C., B.S.'23, Iowa State Col.; M.A.'32, Univ. of Minn.; Supt. of Independent Sch. Dist. 35, Buhl, Minn., since 1949.

Sattgast, Charles R., B.S.'23, Univ. of Ill.; M.A.'26, Stanford Univ.; Ph.D.'39, Columbia Univ.; Pres., State Tchrs. Col., Bemidji, Minn., since 1938.

Schaefer, H. H., B.E.'33, Minn. State Tchrs. Col., Mankato; M.A.'46, Univ. of Minn.; Supt. of Sch., Stewartville, Minn., since 1949.

Scheie, O. J., B.A.'21, Concordia Col. (Minn.); Supt. of Sch., Raymond, Minn., since 1945.

Schmidt, Edward L., B.S.'26, M.A.'36, Univ. of Minn.; Supt. of City Sch., New Prague, Minn., since 1938.

Schmidt, Harlan Albert, B.S.'48, Minn. State Tchrs. Col., Mankato; M.A.'52, Univ. of Minn.; Supt. of Sch., Rapidan, Minn., since 1951.

Schoonmaker, N. B., B.S.'23, Univ. of Minn.; M.A.'43, Univ. of N. Dak. Address: 727 15th Ave., S. E., Minneapolis, Minn.

Schweickhard, Dean M., B.A.'17, Univ. of Wis.; M.A.'27, Univ. of Minn.; Ed.D.'44, Hamline Univ.; State Commr. of Educ., St. Paul, Minn., since 1943.

Sholy, George Irwin, B.A.'43, Concordia Col. (Minn.); M.A.'48, Univ. of N. Dak.; Supt. of Independent Sch. Dist. 3, Hancock, Minn., since 1952.

Simley, Irvin T., A.B.'11, Luther Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Special Sch. Dist. 1, Dakota Co., South St. Paul, Minn., since 1926.

Skoog, Melville, B.A.'32, Gustavus Adolphus Col.; M.A.'41, Univ. of Mo.; Supt. of Sch., Herman, Minn., since 1949.

Skustad, George A., B.A.'27, St. Olaf Col.; M.A.'34, Univ. of Minn.; Supt. of Indep. Sch. Dist. 22, Virginia, Minn., since 1942.

Smith, James W., B.S.'15, Carroll Col.; M.A.'27, Univ. of Chicago; Supt. of Sch., Bemidji, Minn., since 1928.

Snarr, O. W., Ph.D.'41, Univ. of Chicago; Pres., State Tchrs. Col., Moorhead, Minn., since 1941.

Snyder, Jack, B.S.'29, Univ. of Ill.; M.A. '31, Univ. of Minn.; Supt. of Sch., Wayzata, Minn., since 1948.

Steffenson, Paul J., B.A.'31, St. Olaf Col.; M.A.'40, Univ. of Minn.; Supt. of Independent Sch. Dist. 1, Park Rapids, Minn., since 1950.

Steffensrud, E. R., M.A.'39, Univ. of Minn.; Supt. of Sch., Chisholm, Minn., since 1948.

Stensvad, Ray M., B.A.'36, St. Olaf Col.; M.A.'39, Univ. of Minn.; Co. Supt. of Sch., Two Harbors, Minn., since 1949.

Stoffel, Alexander C., Diploma '25, Humboldt-Oberrealschule, Essen, Germany; B.A.'38, Huron Col. (S. Dak.); M.A.'46, Univ. of S. Dak.; Ph.D.'39, McKinley Roosevelt Grad. Col. (Ill.); Supt. of Sch., Rothsay, Minn., since 1952.

Stolen, Alvin T., B.A.'18, St. Olaf Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Duluth, Minn., since 1944.

Swenson, Justin W., A.B.'30, Augustana Col.; M.S.'38, Univ. of N. Dak.; Supt. of Sch., Pipestone, Minn., since 1948.

Tanglen, Leverne H., B.A.'25, Macalester Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Hopkins, Minn., since 1944.

Temanson, Erland K., B.A.'31, Concordia Col. (Minn.); Supt. of Sch., Parkers Prairie, Minn., since 1951.

*Tyler, Tracy F., A.B.'16, Doane Col.; M.A. '23, Univ. of Nebr.; Ph.D.'33, Columbia Univ.; Prof. of Educ. and Coordinator, Seoul Natl. Univ. of Korea Cooperative Project, Univ. of Minn., Minneapolis, Minn., since 1954.

Van Putten, Merinus W., B.A.'17, Hope Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Eveleth, Minn., since 1947.

Vaughan, James P., Ph.B.'07, Univ. of Wis. Address: Chisholm, Minn.

Vejtasa, Stanley A., B.S.'37, N. Dak. Agrl. Col.; M.A.'48, Univ. of Minn.; Supt. of Sch., Floodwood, Minn., since 1952.

Vitalis, Earl L., B.A.'23, Gustavus Adolphus Col.; M.A.'41, Univ. of Minn.; Supt. of Sch., Stillwater, Minn., since 1946.

Ward, Lorne Sanford, B.S.'35, M.A.'46, Univ. of Minn.; Supt. of Independent Consol. Sch. Dist. 43, Osseo, Minn., since 1947.

Webster, Jerome O., B.A.'40, Gustavus Adolphus Col.; M.A.'51, Univ. of Minn.; Supt. of Sch., Winnebago, Minn., since 1953.

Wegner, Armin L., B.S.'37, Jamestown Col. (N. Dak.); M.A.'43, Univ. of Minn.; Supt. of Sch., Morton, Minn., since 1942.

Weinberger, Maurice J., B.A.'25, Col. of St. Thomas; M.A.'42, Univ. of Minn.; Supt., Consol. Indep. Sch. Dist. 9, Nashwauk-Keewatin Schs., Nashwauk, Minn., since 1950.

Wermager, Lawrence Everett, B.A.'33, Concordia Col.; M.A.'44, Univ. of Minn.; Supt., Independent Sch. Dist. 21, Fergus Falls, Minn., since 1949.

Wiener, Joseph Baxter, M.Ph.'28, Univ. of Wis.; Asst. Supt. of Sch., Duluth, Minn., since 1933.

Wikre, L. M., B.A.'18, St. Olaf Col.; M.A. '31, Univ. of Minn.; Supt. of Sch., Red Wing, Minn., since 1950.

Wilken, Emil F., B.E.'39, Minn. State Tchrs. Col., St. Cloud; M.A.'51, Univ. of Minn.; Supt. of Sch., Elmore, Minn.

Williams, Emmet D., B.S.'47, M.A.'49, Univ. of Minn.; Supt. of Roseville Sch., St. Paul, Minn., since 1949.

Wisness, Arthur M., B.A.'14, Luther Col. (Iowa); M.A.'38, Univ. of Minn.; Supt. of Sch., Willmar, Minn., since 1929.

INSTITUTIONAL MEMBERS

Magney, Tusler & Setter, Architects & Engineers, Minneapolis, Minn.

State Tchrs. Col., Maxwell Library, Winona, Minn.

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MISSISSIPPI

Ainsley, Raymond M., A.B. in Ed.'30, Univ. of N. C.; M.A. in Ed.'48, Woman's Col., Univ. of N. C.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Dir. of Educ. Research and Field Serv. and Assoc. Prof. of Educ. Admin., Miss. Southern Col., Hattiesburg, Miss., since 1953.

Akers, B. T., B.A.'35, Millsaps Col.; M.A. '47, Univ. of Miss.; Supt. of Sch., Flora, Miss., since 1949.

Aldridge, Joseph Everett, B.S.'25, Miss. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Asst. Supt. of Educ., Jackson, Miss., since 1953.

Alexander, Archie Alphonso, A.B.'28, Jackson Col. (Miss.); M.A.'52, Northwestern Univ.; Supvg. Prin. of Sch., Brookhaven, Miss., since 1933.

Allen, D. M., B.S.'29, Miss. State Col.; M.S.'36, Univ. of Miss.; Supt. of Pub. Sch., Canton, Miss., since 1950.

Allen, W. D., B.A.'26, Miss. Col.; M.A.'41, La. State Univ.; Supt. of Sch., Tupelo, Miss., since 1944.

Austin, Alvin F., B.A.'40, Miss. Col.; M.A. '52, Univ. of Miss.; Supt. of Linn Consol. Sch., Doddsville, Miss., since 1948.

Barnard, William Herschel, B.S. in Ed.'23, Univ. of Ala.; A.M.'27, Tchrs. Col., Columbia Univ.; Ed.D.'35, Ind. Univ.; Prof. of Educ., Miss. State Col., State College, Miss., since 1943.

Barnett, Jim Crawley, M.A.'37, Univ. of Mo.; Supt., H. S., Meadville, Miss., since 1951.

Bigham, Virgil L., Jr., B.A.'32, Miss. Col.; M.Ed.'39, Duke Univ.; Asst. Supt. of Consol. Sch., Leland, Miss., since 1953.

Blair, Stephen Henry, B.S.'23, Miss. State Col.; M.A.'31, George Peabody Col. for Tchrs.; Supt. of Sch., Hattiesburg, Miss., since 1939.

Bond, J. E., Supt. of Sch., Picayune, Miss.

Boyd, John Dewey, B.S.'31, Alcorn A. and M. Col.; M.S.'49, Univ. of Ill.; Supt. of Sch., Utica Institute, Miss., since 1951.

Brandon, Clifford N., Sr., B.S. in C.E.'17, Miss. State Col.; M.A. in Sch. Adm.'38, George Peabody Col. for Tchrs.; Supt. of City Sch., Columbus, Miss., since 1929.

Bright, Leland W., B.A.'39, Miss. Col.; M.A.'47, Univ. of Miss.; Supt. of Pearl H. S., Jackson, Miss., since 1948.

Briscoe, Marguerite, M.A.'54, Univ. of Denver; Prin., Power Elem. Sch., Jackson, Miss., since 1942.

Brooks, Burrow Penn, B.A.'08, Union Univ.; M.A.'32, George Peabody Col. for Tchrs.; Dean, Sch. of Educ. and Dir., Summer Sch., Miss. State Col., State College, Miss., since 1939.

Bufkin, William Ernest, B.A.'20, Millsaps Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Leland, Miss., since 1933.

Campbell, A. Boyd, Vicepres., Southeastern Div., U. S. Chamber of Commerce, and Pres., Miss. Sch. Supply Co., Jackson, Miss.

Caughman, J. M., M.A.'31, Univ. of Miss.; M.A.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Laurel, Miss., since 1948.

Coffman, C. Q., B.S.'48, Delta State Tchrs. Col. (Miss.); M.A.'51, Miss. Southern Col.; Supt. of Sch., Arcola, Miss., since 1953.

Cook, Robert C., B.S.'24, Miss. State Col.; M.A.'33, Ed.D.'41, Columbia Univ.; Pres. of Miss. Southern Col., Hattiesburg, Miss., since 1945.

Cooper, Homer Vernon, B.S.'20, Miss. State Col.; M.S.'32, Univ. of Va.; Supt. of Sch., Vicksburg, Miss., since 1931.

Coulter, Bayard L., B.S.'11, Univ. of Miss.; LL.B.'14, Millsaps Col.; M.A.'28, George Peabody Col. for Tchrs.; Supt. of East Forrest Special Consol. Sch., Petal, Miss., since 1948.

Crain, S. M., B.S.'25, Univ. of Miss.; M.A. '33, M.Ed.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Clinton, Miss., since 1945.

Dribben, William Barnett, B.A.'29, Millsaps Col.; M.A.'38, Duke Univ.; Supt. of Pub. Sch., Greenwood, Miss.

Dumas, J. D., B.S.'32, Miss. Southern Col.; Supt. of H. S., Bogue Chitto, Miss., since 1954.

Durrett, T. J., B.S.'30, Miss. Southern Col.; M.A.'48, Univ. of Miss.; Supt. of Sch., Philadelphia, Miss., since 1951.

Ewing, James Milton, B.S.'22, Miss. State Col.; M.A.'32, Columbia Univ.; Pres., Copiah-Lincoln Jr. Col., Wesson, Miss., since 1932.

Gill, Virgil C., B.A.'35, M.A.'44, Univ. of Miss.; Supt., Rural Separate Sch. Dist., Pascagoula, Miss., since 1953.

Gooden, James, B.S.'22, Alcorn A. and M. Col.; M.S. in Ed.'36, Northwestern Univ.; Supvr. of Colored Schs., Jackson, Miss.

Harbour, R. A., M.Ed.'53, Miss. State Col.; Pres., East Miss. Jr. Col., Scooba, Miss., since 1954.

Hardin, O. L., B.S.'32, Millsaps Col.; M.A. '48, Univ. of Miss.; Supt. of Sch., Bassfield, Miss., since 1948.

Hathorn, J. C., B.S.'21, LL.D.'24, M.A.'38, Univ. of Miss.; Supt. of Sch., Grenada, Miss., since 1946.

Hayden, J. J. Jr., B.S.'49, M.S.'50, Miss. State Col.; Pres., Perkinston Jr. Col., Perkinston, Miss., since 1953.

Hayman, C. E., M.A.'42, Univ. of Miss.; Supt. of Sch., Sardis, Miss., since 1945.

Heidelberg, Harvey Brown, B.A.'03, Millsaps Col.; M.A.'33, Univ. of Mich.; Supt. of Sch., Clarksdale, Miss., since 1905.

Henderson, James Boatner, B.S.'30, M.Ed. '54, Miss. State Col.; Supt., Biggersville H. S., Corinth, Miss., since 1951.

Hinze, Robert E., M.A.'40, Univ. of Ala.; Supt. of Sch., Louisville, Miss., since 1948.

Hudson, Saint Inzer, B.S.'38, M.A.'48, Miss. Southern Col.; Supt., Topeka-Tilton Consol. Sch., Monticello, Miss., since 1953.

Huggins, W. Zack, B.A.'25, Miss. Col.; M.A.'40, Univ. of Ala.; Supt. of Sch., Quitman, Miss., since 1936.

Husmann, Wilfred Charles, B.S.E.'42, Delta State Tchrs. Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Supt. of Sch., Magee, Miss., since 1954.

Ivy, Horace M., A.B.'03, A.M.'04, Central Col. (Mo.); Ph.D.'22, George Peabody Col. for Tchrs.; Dir., Assoc. Consultants in Educ., Meridian, Miss., since 1953.

James, A. W., M.A.'29, George Peabody Col. for Tchrs.; Supt. of Sch., Drew, Miss., since 1944.

Johnson, Charles A., Jr., B.S.'32, M.S.'45, Miss. State Col.; Supt. of Sch., Starkville, Miss., since 1951.

Kethley, William Marion, B.A.'14, Miss. Col.; M.A.'25, Tchrs. Col., Columbia Univ.; L.L.D.'48, Miss. Col.; Pres., Delta State Tchrs. Col., Cleveland, Miss., since 1926.

Kirshman, Harry S., B.S. in Ed.'34, Ark. State Tchrs. Col.; M.A.'38, George Peabody Col. for Tchrs.; Ph.D.'48, Univ. of Nebr.; Asst. Supt. of Sch., Jackson, Miss., since 1949.

Koonce, Riley J., B.S.'20, Miss. Col.; M.A. '26, Ind. Univ.; Supt. of Sch., Greenville, Miss., since 1946.

Leggett, T. E., M.A.'52, Univ. of Miss.; Supt. of Sch., Dublin, Miss., since 1940.

Lewis, Charles L., B.A.'35, Miss. Col.; M.A.'40, Duke Univ.; Supt. of City Sch., Amory, Miss., since 1948.

Lipsey, Crawford H., A.B.'20, Miss. Col.; M.A.'25, Univ. of Va.; Supt. of Sch., Brookhaven, Miss., since 1941.

McCallister, B. D., B.Sc.'22, Miss. State Col.; M.B.A.'36, Northwestern Univ.; Supt. of City Sch., West Point, Miss., since 1936.

McMillan, William W., Mgr., Bus. Sales, Southern Div. of Superior Coach Corp., Kosciusko, Miss., since 1951.

McQuagge, Carl L., B.S.'32, Miss. Southern Col.; M.A.'47, Univ. of Miss.; Asst. Prof. of Educ. and Dir. of Laboratory Sch., Miss. Southern Col., Hattiesburg, Miss., since 1945.

Mayo, Robert M., B.A.'37, Millsaps Col.; M.A.'48, George Peabody Col. for Tchrs.; Hinds Co. Supt. of Educ., Jackson, Miss., since 1948.

Meadors, Reed R., B.S.'40, Miss. Southern Col.; M.A.'49, Univ. of Ala.; Supt. of Sch., Magnolia, Miss., 1951-54.

Megehee, L. D., B.S.'31, Miss. Southern Col.; M.S.'41, Miss. State Col.; Supt. of Sch., Hazlehurst, Miss., since 1948.

Mitchell, Guy Clifford, B.A.'32, M.A.'33, La. State Univ.; Ph.D.'42, Univ. of Mich.; Dir., Div. of Grad. Studies, Prof. of Educ., and Dir., Bureau of Appointments, Miss. Col., Clinton, Miss., since 1947.

Murphy, Forrest W., A.B.'17, Transylvania Col.; M.S.'31, Univ. of Ill.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Univ. of Miss., University, Miss., since 1946.

Myers, George Edward, B.A.'30, Miss. Col.; M.A.'46, Univ. of Miss.; Supt. of Consol. Sch., Crystal Springs, Miss., since 1948.

Naylor, T. H., B.S., Millsaps Col.; M.A., Univ. of Miss.; Dir., Sch. Bldg. and Transportation, State Dept. of Educ., Jackson, Miss., since 1947.

Newton, W. L., B.S.'30, M.S.'47, Miss. State Col.; Dir. of Voc. Educ., Meridian, Miss., since 1938.

Owings, Ralph S., A.B.'24, M.A.'35, Wofford Col.; M.A.'40, Ed.D.'49, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., since 1951, and Head, Dept. of Educ. Admin., Miss. Southern Col., Hattiesburg, Miss., since 1954.

Parks, W. J., B.S.'21, Miss. Col.; M.A.'39, Univ. of Ala.; Supt. of Consol. Sch., Cleveland, Miss., since 1932.

*Phay, John E., A.B.'34, Maryville Col.; M.S. in Ed.'42, Univ. of Pa.; Ed.D.'46, Columbia Univ.; Dir., Bureau of Educ. Research, and Assoc. Prof. of Educ., Sch. of Educ., Univ. of Miss., University, Miss., since 1948.

Rigby, William Lawson, B.S.'32, Millsaps Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Gulfport, Miss., since 1953.

Roebuck, Arthur Aldridge, B.A.'27, Miss. Col.; M.A.'30, Univ. of Ala.; Supt. of Sch., Aberdeen, Miss., since 1946.

Schultz, John Thomas, B.S.'25, Millsaps Col.; M.A.'39, George Peabody Col. for Tchrs.; Supt. of Tunica Co. H. S., Tunica, Miss., since 1945.

Scruggs, Arthur Earle, B.S.'23, M.A.'33, Univ. of Miss.; Supt. of Sch., Biloxi, Miss., since 1947.

Shoemake, R. E., B.S.'38, M.A.'48, Miss. Southern Col.; Supt., Forrest Co. Agr. H. S., Brooklyn, Miss., since 1949.

Simpson, Robert S., B.A.'30, Millsaps Col.; M.A.'35, Duke Univ.; Supt. of Sch., McComb, Miss., since 1948.

Smith, S. F., B.S.'25, M.A.'38, Univ. of Miss.; Supt. of City Sch., Columbia, Miss., since 1946.

Taconi, Nolan E., B.S.'35, M.A.'52, Miss. Southern Col.; Supt. of Separate Sch. Dist., Ocean Springs, Miss., since 1950.

Tanner, Luther W., A.B.'30, Transylvania Col.; M.A.'43, Univ. of Miss.; Supt. of Sch., Moss Point, Miss., since 1946.

Taylor, Robert H., B.S.'36, Delta State Tchrs. Col.; M.A.'43, Univ. of Miss.; Supt. of City Sch., Winona, Miss., since 1945.

Tennyson, W. B., B.A.'25, Miss. Col.; M.A.'42, Univ. of Miss.; Supt. of H. S., Pontotoc, Miss., since 1952.

Todd, Lindsey O., B.S.'25, Ph.D.'43, George Peobody Col. for Tchrs.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Meridian, Miss., since 1953.

Tubb, Jackson M., B.S.'37, Miss. Southern Col.; M.A.'38, Univ. of Miss.; State Supt. of Pub. Educ., State Dept. of Educ., Jackson, Miss., since 1945.

Tutor, G. L., B.S.'46, M.A.'52, Miss. Southern Col.; Supt. of Consol. Sch., Washington, Miss., since 1947.

Tynes, Gycelle, BS.'33, Millsaps Col.; M.A.'43, Univ. of Ala.; Supt. of West Tallahatchie Pub. Sch., Webb, Miss., since 1950.

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Walker, Kirby P., A.B.'22, Ed.D.'53, Southwestern at Memphis; M.A.'34, Univ. of Chicago; Supt. of Sch., Jackson, Miss., since 1937.

Walker, Nicholas L., B.A.'37, Miss. Col.; M.A.'45, Univ. of Miss.; Supt. of Special Consol. Sch., Shelby, Miss., since 1943.

Young, Fred W., A.B.'17, Univ. of Miss.; M.A.'32, George Peabody Col. for Tchrs.; Supt. of Sch., Yazoo City, Miss., since 1946.

Young, James B., B.A.'30, Univ. of Miss.; M.A.'36, Columbia Univ.; Pres., Jones Co. Agrl. H. S. and Jr. Col., Ellisville, Miss., since 1940.

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Agee, Marple, B.S. in Ed.'41, Northeast Mo. State Tchrs. Col.; M.Ed.'45, Univ. of Mo.; Supt. of Sch., Desloge, Mo., since 1954.

Allison, Eugene F., B.S.'26, Northwest Mo. State Tchrs. Col.; A.M.'32, Univ. of Mo.; Asst. Dir., Sch. Bldg. Serv., State Dept. of Educ., Jefferson City, Mo., since 1947.

Anderson, Robert W., B.S.'24, Southwest Mo. State Col.; M.A.'25, George Peabody Col. for Tchrs.; Supt. of Sch., Neosho, Mo., since 1938.

Andrews, David K., B.A.'36, The Principia Col.; M.A.'44, Columbia Univ.; Headmaster, Upper and Lower Sch., The Principia, St. Louis, Mo., since 1953.

Arnold, Marshall, B.S.'42, A.B.'46, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Prin. of H. S., Ava, Mo., since 1952.

Aslin, Neil C., B.S. in Ed.'35, Southeast Mo. State Col.; M.A. in Ed.'39, Univ. of Mo.; Supt. of Sch., Columbia, Mo., since 1947.

Bailey, J. H., M.E.'41, Univ. of Mo.; Supt. of Sch., Aurora, Mo., since 1951.

Baker, Curtis Cedric, B.S.B.A.'47, M.S. in Ed.'51, Univ. of Ark.; Supt. of Sch., Macks Creek, Mo., since 1951.

Barnes, Ward E., B.S.'28, Northwest Mo. State Col.; M.A.'31, Univ. of Mo.; Supt. of Normandy Consol. Sch. Dist., St. Louis, Mo., since 1947.

Bartley, Imon, B.S. in Ed.'39, Southwest Mo. State Col.; M.Ed.'44, Univ. of Mo.; Supt. of Sch., Unionville, Mo., since 1945.

Bass, M. Reed. B.S.'24, Colo. A. and M. Col.; Dir., The David Ranken Jr. Sch. of Mech. Trades, St. Louis, Mo., since 1937.

Bastian, Russell Roy, M.A.'46, Washington Univ.; Supt. of Fern Ridge Sch. Dist., Creve Coeur, Mo., since 1953.

Beck, Hugo E., A.B.'39, A.M.'44, Univ. of Chicago; Supt. of Bayless Sch. Dist., St. Louis, Mo., since 1943.

Bell, C. M., M.E.'39, Univ. of Mo.; Supt. of Reorganized Sch. Dist. 2, Hayti, Mo., since 1944.

Bell, Clifton, R., B.S.'34, Southeast Mo. State Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Farmington, Mo., since 1946.

Bell, Leslie H., B.S. in Ed.'14, A.B.'15, A.M.'31, Univ. of Mo.; Supt. of Sch., Lexington, Mo., since 1919.

Bernard, Emil H. C., B.Pd.'07, Southeast Mo. State Col.; B.Agr.'12, B.S. in Ed.'12, Univ. of Mo.; Supt. of Mehlville Sch. Dist., Lemay, St. Louis, Mo., since 1913.

Beumer, Edward H., A.B. and B.S.'14, Univ. of Mo.; A.M.'24, Univ. of Ill.; Asst. Supt. of Instr., St. Louis, Mo., since 1942.

Bierbaum, Milton Wesley, A.B.'28, Central Wesleyan Col.; A.M.'38, Washington Univ.; Supt. of West Walnut Manor Sch., St. Louis Co., Mo., since 1934.

Bills, Mark W., B.A.'23, DePauw Univ.; Mus.B.'25, Ph.D.'43, Univ. of Mich.; Supt. of Sch., Kansas City, Mo., since 1952.

Blackhurst, Stephen, M.A.'26, Univ. of Mo.; Supt. of Sch., St. Charles, Mo., since 1926.

Blackwell, George L., A.B.'29, Drury Col.; A.M.'30, Clark Univ.; A.M. in Ed.'46, Univ. of Kansas City; Supt. of Sch., St. Joseph, Mo., since 1943.

Bleckschmidt, Herman C., B.S. in Ed.'28, A.B. in B. and P.A.'32, M.A.'34, Washington Univ.; Asst. Supt. of Normandy Sch. Dist., Normandy, Mo., since 1935.

Bolen, Homer E., B.S. in Ed.'42, Northwest Mo. State Col.; M.Ed.'45, Univ. of Mo.; Dist. Supvr., Mo. State Dept. of Educ., Cameron, Mo., since 1948.

Bonney, Stephen Fish, B.S.'11, La Grange Col.; A.B.'18, Northeast Mo. State Tchrs. Col.; A.M.'32, Univ. of Mo.; Supt. of Sch., La Grange, Mo., since 1954.

Boyd, Lloyd E., B.S. in Ed.'48, M.A.'51, Wash. Univ.; Supt. of Gasconade Co. Sch. Dist. R-3, Bland, Mo., since 1952.

Bracken, John L., A.B.'14, LL.D.'49, Col. of Emporia; A.M.'22, Univ. of Chicago; Pres., American Assn. of Sch. Admin., 1949-50; Supt. of Sch., Clayton, Mo., since 1923.

Brewer, C. E., B.S. in Ed.'29, Southeast Mo. State Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Esther, Mo., since 1951.

Brock, Raymond R., A.M.'34, Univ. of Mo.; Supt. of Sch., Liberty, Mo., since 1937.

Brooks, Frederick Edwin, LL.B.'25, St. Louis Univ.; B.S. in Ed.'27, Southeast Mo. State Col.; M.A. in Ed.'32, Washington Univ.; Ph.D.'48, Univ. of Chicago; Prin. of Hawthorne Sch., University City, Mo., since 1931.

Brown, Claude, B.S. in Ed.'41, Northeast Mo. State Tchrs. Col.; M.A.'53, Washington Univ.; Supt. of Sch., Troy, Mo., since 1953.

Bruce, Thor W., A.B.'23, Lawrence Col.; A.M.'31, Ph.D.'35, Univ. of Ill.; Auditor, St. Louis Bd. of Educ., St. Louis, Mo., since 1947.

Bryan, Joseph G, A.B.'21, Central Mo. Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Dir. of Sec. Educ., Pub. Sch., Kansas City, Mo., since 1940.

Bueker, Armin H., B.S.'28, Central Mo. Col.; A.M.'32, Univ. of Mo.; Supt. of Sch., Marshall, Mo., since 1946.

Burger, C. J., B.A.'16, Central Col. (Mo.); M.A.'29, Univ. of Mo.; Supt. of Sch., Washington, Mo, since 1930.

Burris, Carl, B.S.'21, Mo. State Tchrs. Col., Warrensburg; A.M.'31, Washington Univ.; H. S. Prin., Clayton, Mo., since 1924.

Byerly, Carl L., A.B.'28, Manchester Col.; M.A.'36, Ph.D.'46, Univ. of Chicago; Asst. Supt. of Sch., Clayton, Mo., since 1954.

Camp, E. E., A.M.'34, Univ. of Mo.; Supt. of Sch., Monett, Mo., since 1939.

Campbell, Bernard C., B.S. in Ed.'39, Southwest Mo. State Col.; M.Ed.'43, Univ. of Mo.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lee's Summit, Mo., since 1943.

Campbell, John Lucas, B.S.'15, Southwest Mo. State Col.; A.M.'30, Univ. of Mo.; Supt. of Sch., Carthage, Mo., since 1929.

Capps, A. G., Ph.D.'21, Univ. of Ill.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1921.

Carpenter, W. W., Ph.D.'26, Columbia Univ.; Prof. of Educ., Univ. of Mo., Columbia, Mo.

Carter, Leslie Guy, B.S. in Ed.'38, Southwest Mo. State Col.; M.Ed.'48, Ed.D.'54, Univ. of Mo.; Admin. Asst., Pub. Sch., Independence, Mo., since 1954.

Clark, Glynn E., A.B.'34, A.M.'35, Wash. Univ.; Dir. of Guid. Serv., Pub. Sch., St Louis, Mo., since 1941.

Clarke, L. Katherine, B.A.'31, M.A.'33, State Univ. of Iowa; 254 South Brentwood, Clayton, Mo.

Cobble, Delmar A., M.Ed.'50, Univ. of Mo.; Supt. of Sch., Caruthersville, Mo., since 1954.

Collier, I. J., Bldg. Const.'25, Prairie View A. and M. Col.; Supt. of Bldg. and Utilities, Lincoln Univ., Jefferson City, Mo., since 1941.

Cooper, J. V., B.S. in Ed.'36, Southeast Mo. State Col.; M.A.'41, Univ. of Wyo.; Supt., Reorganized Sch. Dist. 2, Broseley, Mo.

Coverdell, Mac E., B.S.'38, Northwest Mo. State Col.; M.E.'49, Univ. of Mo.; Supt. of Sch., Bowling Green, Mo., since 1947.

Crow, Alva L., B.S.'30, Northeast Mo. State Tchrs. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Jefferson City, Mo., since 1945.

Croy, Wallace, A.B.'24, Mo. Wesleyan Col.; M.A.'28, State Univ. of Iowa; Supt. of Sch., Ravenwood, Mo., since 1952.

Curtin, (Rev.), James T., M.A.'47, St. Louis Univ.; Ph.D.'52, Catholic Univ.; Supt. of H. S., Archdiocese of St. Louis, St. Louis, Mo., since 1949.

Dabney, Richard S., M.A.'46, Columbia Univ.; Dir. of Special Educ., State Dept. of Educ., Jefferson City, Mo., since 1947.

DeWitt, Robert Lee, M.Ed.'47, Univ. of Mo.; Supt. of Pub. Sch., Crane, Mo., since 1948.

Diemer, George W., B.S. in Ed.'16, Central Mo. Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Pres., Central Mo. Col., Warrensburg, Mo., since 1937.

Dierker, L. J., B.S. in Ed.'41, Washington Univ.; Supt. of Lutheran Sch., St. Louis, Mo., since 1946.

Dill, Lloyd L., M.Ed.'48, Univ. of Mo.; Supt. of Sch., Polo, Mo., since 1954.

Dille, G. E., B.S.'20, Northeast Mo. State Tchrs. Col.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Maryland Heights, Mo., since 1947.

Dye, Claude N., A.M.'29, Univ. of Mo.; Supt. of Sch., Bevier, Mo., since 1925.

Ehrhardt, Oscar A., Member, Bd. of Educ., St. Louis, Mo.

Elliott, Cecil A., B.S., Southwest Mo. State Col.; A.M., Univ. of Mo.; Supt. of Sch., Waynesville, Mo., since 1947.

Ellis, J. Russell, B.S.'26, Culver-Stockton Col.; M.A.'35, Univ. of Mo.; Supt. of Sch., Canton, Mo., since 1929.

Ellison, Irvin F., B.S. in Ed.'38, Central Mo. Col.; M.A.'49, Univ. of Kansas City; Supt. of Sch., Norborne, Mo., since 1953.

Englehart, George Dewey, B.S. in Ed.'25, Southeast Mo. State Col.; A.M.'29, Ed.D. '46, Univ. of Mo.; Dir. of Sch. Bldg. Serv., Div. of Pub. Sch., State Dept. of Educ., Jefferson City, Mo., since 1947.

Evans, Walter E., B.S.'30, Northeast Mo. State Tchrs. Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Fulton, Mo., since 1949.

Farnham, C. W., B.S. in Ed.'38, Southwest Mo. State Col.; A.M.'41, Univ. of Mo.; Supt. of Sch., West Plains, Mo., since 1947.

Ferguson, Dee A., A.B.'31, Southwest Mo. State Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Cabool, Mo., since 1948.

*Flood, Thomas H., A.B., B.S.'42, Southwest Mo. State Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Dean, Joplin Jr. Col., Joplin, Mo., 1949-54. Address: 2619 Moffet, Joplin, Mo.

Floyd, Cecil, Asst. Supt. of Sch. in chg. of Elem. Educ., Joplin, Mo.

Frasure, Glenwood, M.A.'48, Central Mo. Col.; Supt. of Reorganized Sch. Dist. 1, Jackson Co., Buckner, Mo., since 1948.

Freund, Roy E., M.A.'32, Univ. of Mo.; Supt. of Sch., Warsaw, Mo., since 1945.

Friede, (Mrs.) Irma H., Graduate '08, Harris Tchrs. Col.; Member, Bd. of Educ., 1941-47, and since 1949, and Chmn. of Adult Educ., General Federation of Women's Clubs, St. Louis, Mo.

Garrison, Milton, B.S. in Ed.'29, Northeast Mo. State Tchrs. Col.; M.A.'32, M.Ed.'40, Univ. of Mo.; Supt. of Center Pub. Sch., Kansas City, Mo., since 1944.

Ghan, Lawrence J., B.S.'34, Southwest Mo. State Col.; M.A.'41, Univ. of Mo.; Supt. of Sch., Strafford, Mo., since 1938.

Gold, Gladwyn H., B.S.'40, Southwest Mo. State Col.; M.E.'47, Univ. of Mo.; Supt. of Sch., Liberal, Mo., since 1952.

Graff, Willard J., B.S. in Ed.'30, Southwest Mo. State Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Springfield, Mo., since 1952.

Gray, Earl L., B.S. in Ed.'35, Central Mo. Col.; M.Ed.'38, Univ. of Mo.; Supt. of Sch., Brookfield, Mo., since 1948.

Gray, Noah E., B.S. in Ed.'47, Southeast Mo. State Col.; M.A. in Ed.'51, Wash. Univ.; Dir. of Special Serv., Pub. Sch., Sikeston, Mo., since 1953.

Gribble, Stephen C., B.S.'17, Univ. of Wis.; A.M.'24, Ph.D.'25, State Univ. of Iowa; Prof. of Educ., Dir. of Summer Sch., and Acting Chmn., Dept. of Educ., Washington Univ., St. Louis, Mo., since 1953.

Gruetzemacher, Richard Ross, B.S.Ed.'41, Southeast Mo. State Col.; Supt. of Reorganized Sch. Dist. 1, House Springs, Mo., since 1950.

Guy, J. Raymond, B.S. in Ed.'31, Central Mo. Col.; M.S. in Ed.'37, Univ. of Wyo.; Supt. of Sch., Sugar Creek, Mo., since 1934.

Halter, Millard M., A.B.'21, Central Wesleyan Col.; A.M.'26, Univ. of Mo.; Supt. of Sch., Wellston, St. Louis, Mo., since 1939.

Hamilton, Ralph E., B.S.'35, Southwest Mo. State Col.; Ed.M.'41, Univ. of Mo.; Supt. of Consol. Sch., Cassville, Mo., since 1950.

Hansford, Byron W., M.Ed.'47, Univ. of Mo.; Dist. Supt. of Sch., Higginsville, Mo.

Harpham, Elmer D., B.S. in Ed.'25, Northeast Mo. State Tchrs. Col.; A.M.'32, Univ. of Mo.; Supt. of Sch., Hume, Mo., since 1954.

Harris, Ruth Miriam, Ph.D.'40, Columbia Univ.; Dir. of Elem. Educ., St. Louis, Mo., since 1954.

*Hawkins, George L., A.B.'04, B.S.'08, Univ. of Mo. Address: 515 Fairview Ave., Webster Groves, Mo.

Hawkins, R. O., M.A.'39, Univ. of Mo.; Supt. of Sch., Jackson, Mo., since 1938.

Hazlett, James A., B.S. in Ed.'37, Kansas City Tchrs. Col.; M.A.'43, Univ. of Kansas City; Dir. of Research, Pub. Sch., Kansas City, Mo., since 1951.

Heagerty, Frank, B.S.'31, Southwest Mo. State Col.; M.E.'37, Ed.D.'50, Univ. of Mo.; Supt. of Sch., Lebanon, Mo., since 1943.

Heltzell, George D., A.B.'30, Drury Col.; M.Ed.'45, Univ. of Mo.; Supt. of Sch., Clinton, Mo., since 1952.

Helvey, O. J., B.S. in Ed.'48, Central Mo. Col.; M.S. in Ed.'52, Univ. of Ark.; Supt. of Sch., Pineville, Mo., since 1952.

Henderson, Barbara, B.S.'28, M.A.'29, Tchrs. Col., Columbia Univ.; Dir. of Elem. Educ., Pub. Sch., Kansas City, Mo., since 1929.

Henderson, Carl, B.S. in Ed.'32, Southwest Mo. State Col.; Ed.M.'39, Univ. of Mo.; Supt. of Sch., Moberly, Mo., since 1946.

Hendricks, Floyd W., B.S.'25, Univ. of Ill.; M.A.'31, Univ. of Chicago; Supt. of Sch., Kirkwood, Mo., since 1947.

Herndon, Joe, B.S. in Ed.'34, Central Mo. State Tchrs. Col.; Supt. of Consol. Sch. Dist. 2, Raytown, Mo., since 1945.

Hickey, Margaret, LL.D.'28, Univ. of Kansas City; Dir., Miss Hickey's Sch. for Secretaries, St. Louis, Mo., since 1933.

Hickey, Philip J., B.S.'18, M.S.'20, Univ. of Wis.; LL.D.'53, Lindenwood Col.; Supt. of Instr., St. Louis, Mo., since 1942.

Hill, Robert Russell, B.S. in Ed.'22, Southeast Mo. State Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'34, George Peabody Col. for Tchrs.; Prof. of Educ., Southeast Mo. State Col., Cape Girardeau, Mo., since 1925.

Hill, Thurston S., A.B.'36, Southeast Mo. State Col.; M.Ed.'40, Univ. of Mo.; Supt. of Sch., Dexter, Mo., since 1937.

Hillyard, Robert B., Pres., Hillyard Sales Co., St. Joseph, Mo.

Hilpert, A. O., B.S. in Ed., Southeast Mo. State Col.; M.A., Univ. of Mo.; Supt. of Sch., Perryville, Mo., since 1948.

Hoech, Arthur A., B.S.'07, Central Wesleyan Col.; B.S. in Ed.'18, M.A.'31, Univ. of Mo.; Supt. of Ritenour Consol. Sch. Dist., Overland, Mo., since 1920.

Hoeffken, Theodore, Ph.D.'37, Univ. of Fribourg, Switzerland; Supt. of Sch., St. Louis Province, Society of Mary, Kirkwood, Mo., since 1949.

Hoeft, Norman R., B.S.'47, M.S.'51, Univ. of Ill.; Admin. Asst., Bd. of Educ., Springfield, Mo., since 1949.

Holman, Monroe A., M.A.'43, Univ. of Mo.; Supt. of Sch., Pattonville, Mo., since 1927.

Holman, T. L., M.Ed.'39, Univ. of Mo.; Supt. of Sch., Berkeley, Mo., since 1936.

Holstein, J. M., M.Ed.'41, Univ. of Mo.; Supt. of Sch., Stockton, Mo., since 1948.

House, Fred B., B.S. in Ed.'28, Central Mo. Col.; A.M.'34, Univ. of Mo.; Supt. of Sch., Warrensburg, Mo., since 1941.

Howard, Joseph E., B.S.'15, Central Col. (Mo.); A.M.'28, Univ. of Mo.; Prin., DeMun Sch., Clayton, Mo.

Hoy, L. B., A.M.'29, Univ. of Mo.; Supt. of Sch., Gideon, Mo., since 1916.

Hunt, Heber U., A.B.'21, Central Col. (Mo.); A.M.'23, Univ. of Minn.; Ph.D. '39, Univ. of Mo.; Supt. of Sch., Sedalia, Mo., since 1927.

Inbody, R. M., B.A.'19, Univ. of Nebr.; M.S. in Ed.'36, Wash. Univ.; Dir. of Sec. Educ., Pub. Sch., St. Louis, Mo., since 1951.

Isley, Thurston Fayette, A.B.'28, William Jewell Co.; M.Ed.'30, Univ. of Kansas; Prof. of Educ., William Jewell Col., Liberty, Mo., since 1930.

Ittner, William B., Vicepres., William B. Ittner, Inc., St. Louis, Mo., since 1923.

Jackson, Euris J., B.S. in Ed.'23, Univ. of Ill.; M.A.'32, Washington Univ.; Genl. Consultant to High Schs., Pub. Sch., St. Louis, Mo., since 1952.

Jenkins, Tennyson, B.S. in Ed.'49, James Millikin Univ.; M.Ed.'52, Univ. of Mo.; Supt. of Cole R-5 Schs., Eugene, Mo., since 1952.

Johnson, Donald W., B.S.'41, Northwest Mo. State Col.; M.A.'49, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Excelsior Springs, Mo., since 1954.

Johnson, Waldo P., Pd.B.'11, Southeast Mo. State Col.; Pres., Webster Publishing Co., St. Louis, Mo., since 1924.

Jones, C. H., Jr., A.B.'38, Southwest Mo. State Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Nevada, Mo., since 1947.

Jones, Leonard, B.S. in Ed.'26, Northeast Mo. State Tchrs. Col.; M.A.'29, Univ. of Mo.; Buchanan Co. Supt. of Sch., St. Joseph, Mo., since 1935.

Keith, Everett Earnest, B.S. in Ed.'29, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; Exec. Secy., Mo. State Tchrs. Assn., Columbia, Mo., since 1941.

Kimbrough, Oscar M., A.B.'24, East Central State Col. (Okla.); M.A.'37, Univ. of Mo.; Henry Co. Supt. of Sch., Clinton, Mo., since 1951.

Kinder, Leemon Newton, B.S. in Ed.'32, Southeast Mo. State Col.; M.A.'41, Univ. of Mo.; Supt. of Sch., Holland, Mo., since 1951.

Kirby, Clifford R., B.S. in Ed.'41, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Supt. of Hazelwood R-1 Sch. Dist., Florissant, Mo., since 1953.

Klein, Elmer F., B.S. in Ed.'41, Central Mo. Col.; M.Ed.'46, Univ. of Mo.; Supt. of Sch., Maryville, Mo., since 1951.

Knight, Riley F., B.S.'27, Southwest Mo. State Col.; M.A.'45, George Peabody Col. for Tchrs.; Supt. of Sch., Steele, Mo., since 1949.

Korte, Tom D., A.B.'34, Central Col. (Mo.); M.A.'39, Univ. of Mo.; Supt. of Rock Creek Sch. Dist. 36, Independence, Mo., since 1938.

Kraft, Lester M., B.S. in Ed.'49, M.A. in Ed.'50, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Perry, Mo., since 1952.

Kruse, Samuel Andrew, A.B. and B.S. in Ed.'09, Univ. of Mo.; A.M.'15, Univ. of Wis.; Ph.D.'28, George Peabody Col. for Tchrs.; Head, Dept. of Educ., Southeast Mo. State Col., Cape Girardeau, Mo., since 1915.

Kuehner, J. Ernest, B.S. in Ed.'30, Southeast Mo. State Col.; M.S. in Ed.'41, Colo. A. and M. Col.; Dir. of Educ., Admin. Asst. to Supt. of Sch., St. Louis, Mo., since 1948.

Lages, Charles R., B.S.'25, Southeast Mo. State Col.; A.M.'38, Colo. State Col. of Educ.; Supt. of Sch., Bismarck, Mo., since 1950.

Lane, (Mrs.) Helen Schick, B.A.'26, M.A. '28, Ph.D.'30, Ohio State Univ.; Prin., Central Inst. for the Deaf, St. Louis, Mo., since 1941.

Lange, Paul W., Ph.B.'30, M.A.'33, Ph.D. '40, Univ. of Chicago; Prin. of Lutheran H. S., St. Louis, Mo., since 1946.

Lawrence, John T., B.S.'41, Southeast Mo. State Col.; M.Ed.'46, Univ. of Mo.; Supt. of Sch., Bloomfield, Mo., since 1948.

Lee, Charles A., A.M.'32, Univ. of Mo.; D.Ed.'36, Tchrs. Col., Columbia Univ.; Prof. of Educ., Washington Univ., St. Louis, Mo., since 1935.

LeFevre, E. R., A.M.'32, Univ. of Mo.; Supt. of Sch., Carl Junction, Mo., since 1954.

Lemasters, E. M., B.S. in Ed.'25, Northeast Mo. State Tchrs. Col.; A.M.'29, Univ. of Mo.; Supt. of Riverview Gardens Sch., St. Louis, Mo., since 1935.

Lewallen, Fred, B.S., Southeast Mo. State Col.; M.A., George Peabody Col. for Tchrs.; Supt. of Sch., Chaffee, Mo., since 1935.

Lindhurst, James, A.B.'29, M.A.'39, Ed.D. '49, Washington Univ.; Supt. of Hancock Place Sch., Lemay, Mo., since 1947.

Lott, E. B., B.S. in Ed.'30, Central Mo. Col.; M.Ed.'49, Univ. of Colo.; Supt. of Reorganized Sch. Dist. R-5, Faucett, Mo., since 1952.

Lowe, Victor B., A.B.'33, Baker Univ.; M.Ed.'42, Univ. of Mo.; Supt. of Sch., Ash Grove, Mo., since 1945.

Luse, Carl, M.A.'51, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Cairo, Mo., since 1951.

McCluer, Franc Lewis, A.B.'16, M.A.'20, Westminster Col.; Ph.D.'28, Univ. of Chicago; Pres., Lindenwood Col. for Women, St. Charles, Mo., since 1947.

McCluer, V. C., A.B.'18, Westminster Col.; A.M.'29, Wash. Univ.; Supt. of Sch., Ferguson, Mo., since 1930.

McConnell, Clyde W., M.A.'40, Columbia Univ.; Supt. of Sch., Ozark, Mo., since 1930.

McCullough, D. Ralph, B.S. in Ed.'28, Southeast Mo. State Col.; A.M.'31, Ed.D. '48, Univ. of Mo.; Supt. of Sch., Flat River, Mo., since 1952.

McDaniel, Leslie L., M.Ed.'50, Univ. of Mo.; Supt. of Sch., Rogersville, Mo., since 1950.

McDonald, Moss, M.A.'35, Univ. of Mo.; Morgan Co. Supt. of Sch., Versailles, Mo., since 1946.

McDonald, Paul, B.S.'49, Ed.M.'51, St. Louis Univ.; Registrar, St. Louis Univ., St. Louis, Mo., since 1951.

McEowen, D. W., B.S. in Ed.'27, Central Mo. Col.; M.A.'36, Univ. of Mo.; Supt. of Pub. Sch., Harrisonville, Mo., since 1938.

McGrath, Earl James, A.B.'28, M.A.'30, Univ. of Buffalo; Ph.D.'36, Univ. of Chicago; L.H.D.'46, Coe Col.; Litt.D.'49, Muskingum Col.; LL.D.'49, Univ. of Louisville; LL.D.'49, Alfred Univ.; LL.D.'50, St. Bonaventure Col.; Sc.D. in Ed.'50, Boston Univ.; LL.D.'50, Univ. of Toledo; LL.D.'50, Bethany Col.; Ped.D.'50, Bradley Univ.; Pres., Univ. of Kansas City, Kansas City, Mo., since 1953.

McKee, Ernest M., B.S.'29, Northwest Mo. State Col.; M.A.'37, Univ. of Mo.; Supt. of Sch., Potosi, Mo., since 1950.

McKenzie, D. D., B.S.E.'36, Ark. State Col.; M.Ed.'45, Univ. of Mo.; Supt. of Sch., Piedmont, Mo., since 1947.

McKinley, N. F., B.S. in Ed.'24, Southwest Mo. State Col.; Soc. Studies Tchr., H. S., Ava, Mo., since 1954.

Mallory, Dillard A., M.Ed.'46, Univ. of Mo.; Supt. of Sch., Buffalo, Mo., since 1944.

Marinaccio, Anthony, B.Ed.'37, Tchrs. Col. of Conn.; M.A.'39, Ohio State Univ.; Ph.D.'49, Yale Univ.; Supt. of Sch., Mexico, Mo., since 1953.

Marshall, James D., B.Sc. in C.E.'25, Univ. of Nebr.; Partner, Marshall and Brown, Architects and Engineers, Kansas City, Mo., since 1938.

Masterson, H. Byron, B.S. in Ed.'27, Southeast Mo. State Col.; M.A.'37, State Univ. of Iowa; Supt. of Sch., Kennett, Mo., since 1945.

*Matthews, Don B., B.S.'46, M.Ed.'47, Univ. of Mo.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rolla, Mo., since 1953.

Matthews, Don E., B.S.'24, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; Supt. of Consol. Sch., Linn, Mo., 1950-54 (retired).

Max, David P., A.B.'26, B.S. in Ed.'26, Northwest Mo. State Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Crystal City, Mo.

Melcher, George, A.B.'98, Drury Col.; A.M. '19, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kansas City, Mo., 1928-40; Supt. Emeritus, since 1940. Address: 3331 Campbell St., Kansas City, Mo.

Merick, W. A., B.S. in Ed.'35, Southeast Mo. State Col.; A.M.'45, Univ. of Mo.; Supt. of Sch., Parma, Mo., since 1939.

Mesnier, Charles J., A.B.'26, M.A.'51, Wash. Univ.; Dist. Supt. of Sch., Affton, Mo., since 1933.

Meyer, Carl S., B.D.'30, Concordia Theol. Sem.; M.A.'31, Univ. of Chicago; Prof. of Historical Theol., Concordia Theol. Sem., St. Louis, Mo., since 1954.

Miller, Emmett T., A.B.'15, B.S.'16, A.M. '25, Univ. of Mo.; Supt. of Sch., Hannibal, Mo., since 1931.

Mills, Leland O., B.S.'26, Southwest Mo. State Col.; M.A.'31, Univ. of Mo.; Supt. of Sch. of the Osage, Lake Ozark, Mo., since 1935.

Morrissy, James F., M.A.'34, Univ. of Mo.; Supt. of Sch., Vandalia, Mo., since 1954.

Nagel, Frank P., Diploma'37, Natl. Col. of Educ.; Bd. of Educ., St. Louis, Mo., since 1945.

Nicholas, Ivan C., B.S.'29, Northern Ill. State Tchrs. Col.; M.S.'34, Ph.D.'41, Northwestern Univ.; Supt. of Sch. Dist. of the City of Ladue, Clayton, Mo., since 1942.

Nushan, A. K., Asst. Supt. of Sch. in chg. of Supplies and Lunchrooms, St. Louis, Mo.

Oliver, Stanley C., B.S.'19, M.S.'26, Pa. State Col.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Southwest Mo. State Col., Springfield, Mo., since 1929.

Parker, C. W., M.A.'37, Univ. of Mo.; Supt. of Sch., Ava, Mo., since 1938.

Parker, Walter W., A.B.'12, LL.D.'29, Hendrix Col.; A.M.'15, Columbia Univ.; LL.D.'47, Central Col.; Pres., Southeast Mo. State Col., Cape Girardeau, Mo., since 1933.

Patterson, Raymond H., B.S.'30, Springfield State Col.; LL.B.'33, Cumberland Univ.; M.A.'40, Mo. Univ.; Supt. of Sch., Reeds Spring, Mo., since 1945.

Pepmiller, Carl Emmert, B.S. in Ed.'27, Southeast Mo. State Col.; M.A. in Ed. '34, Univ. of Mo.; Supt. of Sch., Thayer, Mo., since 1939.

Pettigrew, Maynard M., M.A.'36, Univ. of Mo.; Supt. of Sch., Boonville, Mo., since 1948.

Phelps, Lawrence E., B.S. in Ed.'35, Northwest Mo. State Col.; M.E. in Sec. Ed.'41, Univ. of Mo.; Supt. of Sch., Macon, Mo., since 1948.

Phillips, Claude Anderson, B.S.'92, Odessa Col.; A.M.'10, Univ. of Chicago; Ph.D. '20, George Peabody Col. for Tchrs.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1924.

Phillips, O. Wayne, M.A.'42, Univ. of Wyo.; Supt. of Sch., Kirksville, Mo., since 1954.

Plucker, Orvin L., B.A.'43, Augustana Col. (S. Dak.); M.Ed.'48, Univ. of S. Dak.; Ed.D.'51, Univ. of Colo.; Supt. of Sch., Independence, Mo., since 1954.

Puckett, Harold G., B.S. in Ed.'26, Central Mo. Col.; M.A.'34, Univ. of Mo.; Supt. of Sch., Savannah, Mo., since 1940.

Reals, Willis H., A.B.'16, M.A.'21, Syracuse Univ.; Ph.D.'28, Columbia Univ.; Dean, Univ. Col., Washington Univ., St. Louis, Mo., since 1943.

Rein, Fred H., Gen Mgr., St. Louis Convention and Publicity Bureau, St. Louis, Mo.

Rhodes, V. Harry, LL.B.'16, Wash. Univ.; Commr. of Sch. Bldgs., St. Louis, Mo., since 1948.

Richardson, Orvin Theodore, B.E.'35, Minn. State Tchrs. Col., Moorhead; M.A.'41, Univ. of Denver; Ph.D.'46, Univ. of Chicago; Prof. of Educ., Washington Univ., St. Louis, Mo., since 1952.

Riefling, B. Jeanette, B.S.'11, A.B.'13, Univ. of Mo.; A.M.'20, Columbia Univ.; 3907 Connecticut St., St. Louis, Mo.

Riley, George Arthur, A.B.'27, Southwest Mo. State Col.; M.A.'31, D.Ed.'45, Univ. of Mo.; Supt. of Sch., California, Mo., since 1945.

Rissler, S. M., A.B.'21, Central Col. (Mo.); A.M.'31, Univ. of Mo.; Supt. of Sch., Trenton, Mo., since 1937.

Rogers, Benjamin Arthur, B.S. in Ed.'42, Southwest Mo. State Col.; M.Ed.'48, Univ. of Mo.; Exec. Secy., Mo. Sch. Bds. Assn., Eugene, Mo., since 1953.

Rufi, John, B.S.'18, Kansas State Tchrs. Col., Emporia; M.A.'19, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1928.

Ryan, Devoy A., B.S.'43, Southwest Mo. State Col.; M.Ed.'49, D.Ed.'53, Univ. of Mo.; Asst. to the Supt. of Sch., St. Louis, Mo., since 1953.

Ryle, Walter Harrington, B.S. in Ed.'19, Northeast Mo. State Tchrs. Col.; A.M. '27, Ph.D.'30, George Peabody Col. for Tchrs.; Pres., Northeast Mo. State Tchrs. Col., Kirksville, Mo., since 1937.

Saltzman, B. George, LL.B.'27, M.A.'40, Univ. of Colo.; Supt. of Sch., Brentwood, Mo., since 1946.

Schaefer, Norval P., B.S.'33, Southwest Mo. State Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Fredericktown, Mo., since 1944.

Schooling, H. W., B.S. in Ed.'36, Southwest Mo. State Col.; M.A. in Ed.'40, Ed.D.'54, Univ. of Mo.; Supt. of Sch. Dist. 74, North Kansas City, Mo., since 1949.

Schuessler, H. R., Bus. Mgr., Westminster Col., Fulton, Mo., since 1934.

Schultz, Louis J., M.A.'31, State Univ. of Iowa; Supt. of Sch., Cape Girardeau, Mo., since 1935.

Scott, James Armstrong, A.B.'19, Univ. of Kansas; M.A.'20, Harvard Univ.; Dir. of Educ., Pub. Sch., St. Louis, Mo., since 1942.

Scruggs, Sherman D., A.B.'20, Washburn Col.; A.M.'25, Ph.D.'35, Univ. of Kansas; Pres., Lincoln Univ., Jefferson City, Mo., since 1938.

See, Otis A., M.A.'22, Tchrs. Col., Columbia Univ.; Supt. of Sch., Jennings, Mo., since 1925.

Selvidge, Morgan, M.S. in Ed.'37, Univ. of Colo.; Supt. of Sch., Eureka, Mo., since 1948.

Shaffner, Charles H., A.B.'25, Mo. Wesleyan Col.; M.A.'31, Univ. of Mo.; Supt. of Worth Co. Sch. Dist. R-I, Grant City, Mo., since 1954.

Shores, Roscoe V., A.B.'10, Central Col.; A.M.'25, Univ. of Wis.; Deputy Supt. of Sch., Kansas City, Mo., since 1945.

Shultz, Lewis W., B.S.'29, Baker Univ.; M.A.'41, Univ. of Mo.; Supt. of Sch., Hickman Hills, Mo.

Simpson, Elvis E., M.Ed.'40, Univ. of Mo.; B.S. in Ed.'31, Southwest Mo. State Col.; Supt. of Sch., Belton, Mo., since 1947.

Sisson, Vergil H., Supt. of Sch. Dist. R-XI, Union, Mo., since 1954.

Snell, Lois L., A.B.'31, Univ. of Ala.; M.A.'46, Tchrs. Col., Columbia Univ.; Educ. Consultant, Webster Pub. Co., St. Louis, Mo.

Snyder, Robert D., A.B.'43, Harris Tchrs. Col. (Mo.); M.A.'46, Wash. Univ.; Supt. of Mason Ridge Consol. Sch. Dist. 2, Clayton, Mo., since 1950.

Spratt, Elliott Cowgill, Secy., Hillyard Chemical Co., and Vicepres., Hillyard Sales Co., Eastern Div., St. Joseph, Mo., since 1925.

Spurgeon, Leslie E., B.S.'33, M.A.'37, Univ. of Mo.; Supt. of Sch. Dist. R-2, Gasconade Co., Owensville, Mo., since 1943.

Steger, Leonard Andrew, A.B.'27, Iowa State Tchrs. Col.; A.M.'32, State Univ. of Iowa; Ed.D.'54, Washington Univ.; Supt. of Sch., Webster Groves, Mo., since 1944.

Stephens, Claude E., M.A. in Ed.'27, Univ. of Mo.; Dir., Student Tchg., St. Louis Univ., St. Louis, Mo., since 1954. Address: 2808 Manderly Dr., Brentwood, Mo.

Sullivan, Ralph E., M.Ed.'49, Univ. of Mo.; Supt., Sch. Dist. R-2, Brunswick, Mo., since 1952.

Summitt, James Euel, A.B.'26, Union Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., Cardwell, Mo., since 1930.

Tallent, Ora T., B.S.'42, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Supt. of Sch. Dist. R-3, Steelville, Mo., since 1950.

Taylor, Jess L., B.S.'32, Kansas State Tchrs. Col., Pittsburg; M.A.'41, Univ. of Mo.; Supt. of Sch., Grandview, Mo., since 1948.

Taylor, Roy E., B.S.'23, Kansas State Tchrs. Col., Pittsburg; M.S.'27, Univ. of Kansas; Supt. of Sch., Herculaneum, Mo., since 1924.

Tedlock, Randall Welden, M.A.'49, Northeast Mo. State Tchrs. Col.; Supt. of Sch., Jamesport, Mo., since 1952.

Terry, Howard M., A.B.'30, Drury Col.; A.M.'38, Ed.D.'50, Univ. of Mo.; Supt. of Sch., Bonne Terre, Mo., since 1947.

Terry, Roscoe Linn, A.B.'28, Mo. Wesleyan Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Memphis, Mo., since 1947.

Thomas, Raymond W., A.B. in Ed.'39, St. Louis Univ.; M.S. in Ed.'47, Univ. of Southern Calif.; Supt. of Sch., Ste. Genevieve, Mo., since 1951.

Thurman, Ewell S., B.S. in Ed.'38, Northwest Mo. State Col.; A.M. in Ed.'41, Univ. of Mo.; Prin., Bellevue Elem. Sch., Richmond Heights, Mo., since 1948.

Thurman, R. S., B.S. and M.A.'49, Univ. of Kansas City; Supt. of Kickapoo Sch., Springfield, Mo., since 1951.

Thurston, A. R., B.S. in Ed.'29, Central Mo. Col.; M.A. in Sch. Adm.'39, Univ. of Mo.; Supt. of Sch., Elvins, Mo., since 1951.

Townsend, Loran George, B.S. in Ed.'25, Southwest Mo. State Col.; A.M.'31, Ph.D.'32, Univ. of Mo.; Prof. of Educ., Dir. of Summer Session, and Dean of the Faculty, Col. of Educ., Univ. of Mo., Columbia, Mo., since 1945.

Twitty, Lynn M., B.S.'34, Southeast Mo. State Col.; M.A.'42, Univ. of Mo.; Supt. of Sch., Sikeston, Mo.

Tynes, Ralph B., B.S. in Ed.'38, Central Mo. Col.; M.A. in Ed.'44, Univ. of Mo.; Supt. of Sch., Festus, Mo., since 1945.

Vossbrink, George W., B.S. in Ed.'25, Central Mo. Col.; M.A. in Ed. and Pol. Sci.'42, Wash. Univ.; St. Louis Co. Supt. of Sch., Clayton, Mo., since 1951.

Wagner, Carl E., B.A., M.A.'49, Wash. Univ.; Prof. of Educ. in chg. of Tchr. Tr., Park Col., Parkville, Mo., since 1953.

Walker, N. Earl, B.S.'39, Southwest Mo. State Col.; M.Ed.'49, Univ. of Mo.; Supt. of Sch., El Dorado Springs, Mo., since 1950.

Ward, Robert J., B.S. in Ed.'36, Kansas City Tchrs. Col. (Mo.); M.Ed.'43, Univ. of Mo.; Dir. of Employee Personnel, Pub. Sch., Kansas City, Mo., since 1951.

Warren, Julius E., A.B.'10, Dartmouth Col.; M.A.'22, Tchrs. Col., Columbia Univ.; D.Sc. in Ed.'44, Boston Univ.; LL.D.'44, Northeastern Univ.; Supt. of Sch., University City, Mo., since 1946.

Webb, Frank J., B.S. in Ed.'29, B.S.'29, Central Mo. Col.; M.A.'38, Univ. of Mo.; Supt. of Sch., Windsor, Mo., since 1948.

Welch, Vernon W., B.S. in Ed.'29, Central State Col. (Okla.); M.Ed.'40, Univ. of Mo.; Supt. of Sch., Adrian, Mo., since 1944.

Wheeler, Hubert, B.S. in Ed.'32, Southwest Mo. State Col.; M.A.'39, Univ. of Mo.; State Commr. of Educ., State Dept. of Educ., Jefferson City, Mo., since 1947.

Whitener, Joy E., B.S. in Ed.'42, Southeast Mo. State Col.; M.Ed.'50, Univ. of Mo.; Supt. of Sch., Louisiana, Mo., since 1952.

Wiethaupt, Mervyn E., Secy. and Treas., Bd. of Educ., St. Louis, Mo.

Willett, W. J., B.S. Ed.'28, Southwest Mo. State Col.; M.A.'32, Univ. of Mo.; State Supvr. of Sch., Greenfield, Mo., since 1944.

Wilson, Lloyd G., B.S. in Ed.'27, Southeast Mo. State Col.; M.Ed.'39, Univ. of Mo.; Supt. of Sch., Portageville, Mo., since 1932.

Wilson, Wallace Marvin, B.S. in Ed.'28, Southwest Mo. State Col.; M.A.'31, Ph.D.'46, Univ. of Mo.; Supt. of Sch., Camdenton, Mo., since 1949.

Winder, Lester C., Dir. of Transportation, Normandy Consol. Sch. Dist., St. Louis, Mo., since 1937.

Windes, T. R., B.S.'29, Southwest Mo. State Col.; M.S.'38, Univ. of Wyo.; Supt. of Sch., Lamar, Mo., since 1940.

*Wood, F. Ray, B.S.'26, Southwest Mo. State Col.; A.M.'34, Univ. of Mo.; Supt. of Sch., Bolivar, Mo., since 1931.

Wood, Roi S., A.B.'27, Central Wesleyan Col.; M.A.'34, Univ. of Mo.; Supt. of Sch. Dist. 121, Jasper Co., Joplin, Mo., since 1944.

Zwingle, J. L., B.A.'29, M.A.'32, Univ. of Tenn.; Ph.D.'42, Cornell Univ.; Pres., Park Col., Parkville, Mo., since 1947.

INSTITUTIONAL MEMBERS

Central Mo. State Col., Library, Warrensburg, Mo.

Drury Col., Library, Springfield, Mo.

Harris Tchrs. Col., Library, St. Louis, Mo.

Kemper Military Sch., Boonville, Mo.

Lincoln University, Inman E. Page Library, Jefferson City, Mo.

Professional Library, Bd. of Educ., St. Louis, Mo.

St. Louis Public Library, St. Louis, Mo.

Southeast Mo. State Col., Kent Library, Cape Girardeau, Mo.

MONTANA

Anderson, Gordon N., B.M.'40, Concordia Col. (Minn.); Supt. of Sch., Froid, Mont., since 1948.

Baker, Ray G., B.S.'41, Univ. of N. Dak.; Supt. of Sch., Denton, Mont., since 1951.

Baum, C. W., B.A.'35, M.A.'42, Univ. of Mont.; Supt. of Sch., Roundup, Mont., since 1950.

Beary, D. Hartley, B.S. in Ed.'23, Central Mo. Col.; M.Ed.'46, Mont. State Univ.; Prin., Co. H. S., Missoula, Mont., since 1945.

Bergan, K. W., B.A.'15, Luther Col., M.A.'29, M.A.'48, Univ. of Minn.; Dir., Transportation and Indian Educ., State Dept. of Pub. Instr., Helena, Mont., since 1949.

Brockman, Louis O., B.A.'28, M.A.'29, Ph.D.'45, Univ. of Wis.; Pres., Northern Mont. Col., Havre, Mont.

Cloke, Harry H., B.Ed.'35, Mont. State Col.; M.Ed.'45, Mont. State Univ.; Supt. of Pub. Sch., Browning, Mont., since 1949.

Condon, Mary M., B.A.'39, M.A.'41, State Univ. of Iowa; State Supt. of Pub. Instr., State Dept. of Pub. Instr., Helena, Mont., since 1949.

Cooper, A. L., B.A.'30, Intermountain Union Col.; M.E.'43, Mont. State Univ.; Supt. of Pub. Sch., Poplar, Mont., since 1946.

Cooper, D. D., B.A.'31, M.E.'39, Mont. State Univ.; Exec. Secy., Mont. Educ. Assn., Helena, Mont., since 1953.

Cox, Edith Clare, Co. Supt. of Sch., Shelby, Mont. (retired). Address: 117 Central Ave., Shelby, Mont.

Crump, P. C., B.A.'31, M.A.'38, Mont. State Univ.; Supt. of Sch., Ronan, Mont., since 1947.

Cummings, Rial, B.A.'37, Mont. State Univ.; Supt. of Pub. Sch., Plains, Mont., since 1941.

Davidson, V. G., B.A.'31, N. Dak. State Tchrs. Col., Valley City; M.E.'49, Mont. State Univ.; Prin., Park Co. H. S., Livingston, Mont., since 1949.

Dean, A. L., B.A.'30, Mont. State Univ.; M.A.'51, Univ. of Wash.; Supt. of Sch., Polson, Mont., since 1951.

DeWitt, Lloyd L., B.A.'30, Marion Col. (Ind.); M.A. in Ed.'53, Colo. State Col. of Educ.; Supt. of Sch., Colstrip, Mont., since 1944.

Ensrud, Helmer B., B.S.'29, M.S.'37, Univ. of N. Dak.; Supt. of Sch., Havre, Mont., since 1954.

Farnsworth, Robert B., B.A.'27, M.A.'33, State Col. of Wash.; Supt. of Sch. Dist. 1, Great Falls, Mont., since 1946.

Fellbaum, Earl H., B.A.'33, Mont. State Univ.; M.A.'38, Univ. of Minn.; Supt. of Sch. Dist. 1, Helena, Mont., since 1947

Fisher, John M., B.A.'47, Wis. State Col., Superior; M.A.'51, Univ. of Minn.; Prin. of Sweet Grass Co. H. S., Big Timber, Mont., since 1953.

Franks, Milford, B.S.'25, Whitman Col.; M.A.'31, Ed.D.'53, Tchrs. Col., Columbia Univ.; Head, Dept. of Educ. and Psych., and Dir. of Summer Quarter, Mont. State Col., Bozeman, Mont., since 1949.

Gallagher, M. C., B.A.'18, M.Ed.'42, Mont. State Univ.; Supt. of Sch., Billings, Mont., since 1937.

Gerber, Raymond A., B.A.'25, Univ. of Mont.; M.A.'32, Univ. of Wash.; Dist. Supt. of Sch., Sidney, Mont., since 1932.

Goetz, Herbert J., B.A.'42, N. Dak. State Tchrs. Col., Dickinson; Supt. of Madison Valley Consol. Sch., Ennis, Mont., since 1946.

Graff, Fred W., B.A.'11, Univ. of Minn.; Supt. of Sch., Laurel, Mont., since 1921.

Haney, George E., B.E.'39, Mont. State Univ.; Supt. of Sch., Butte, Mont., since 1952.

Hansen, George G., A.B.'18, A.M.'22, Ph.D. '40, Univ. of Nebr.; Supt. of Huntley Project Sch., Worden, Mont., since 1945.

Haynes, Charles D., B.A.'22, Univ. of Wash.; M.A.'27, Mont. State Univ.; Supt. of Sch., Hamilton, Mont., since 1933.

Hodges, Ivan H., M.E.'49, Mont. State Univ.; Supt. of Sch., Troy, Mont.

Hood, Charles E., B.S.'27, Jamestown Col.; M.A.'35, Mont. State Univ.; Prin., Custer Co. H. S. and Jr. Col., Miles City, Mont., since 1948.

Jeffries, D. J., M.A.'51, Mont. State Univ.; Supt., Broadwater Co. H. S., Townsend, Mont., since 1952.

Jelinek, George, A.B.'39, Ariz. State Col., Tempe; M.E.'48, Mont. State Univ.; Supt. of Sch., Harlowton, Mont., since 1952.

Johnstone, William A., B.S.'37, Mont. State Col.; M.A.'51, Mont. State Univ.; Supt. of Sch., Fort Benton, Mont., since 1947.

Kojancik, Joe J., B.S.'40, N. Dak. State Col.; M.E.'49, Mont. State Univ.; Supt. of Sch., Fairview, Mont., since 1953.

Lafond, Lloyd J., M.Ed.'49, Mont. State Univ.; Supt. of Sch., Corvallis, Mont., since 1950.

Lawson, Hazen R., B.A.'33, Jamestown Col.; Supt. of Pub. Sch., Cascade, Mont., since 1948.

Naugle, Carlton E., B.A. in Ed.'49, Mont. State Univ.; Supt. of Sch., Bigfork, Mont., since 1951.

Pappas, James G., M.S.'49, Univ. of Minn.; Supt. of Sch., Lewistown, Mont., since 1953.

Porter, Clarence S., B.P.E.'32, Normal Col. of the American Gymnastic Union; B.A.'32, M.E.'44, Mont. State Univ.; Supt. of Sch., Missoula, Mont., since 1944.

Rafter, Wendell G., B.A.'36, Intermountain Col.; M.E.'49, Mont. State Univ.; Supt. of City Sch., Three Forks, Mont., since 1945.

Rawson, Kenneth A., A.B.'28, Upper Iowa Univ.; M.A.'35, Univ. of Colo.; Prin. of Flathead Co. H. S., Kalispell, Mont., since 1948.

Rickerd, M. L., B.S.'32, Univ. of Ill.; M.A.'40, Univ. of Wyo.; Supt. of Sch., Big Sandy, Mont., since 1950.

Roeseler, W. Lyle, B.S.'26, B.S.'36, Mont. State Col.; State Supvr., Trade and Indus. Educ., State Dept. of Pub. Instr., Helena, Mont., since 1948.

Ruppel, Henry G., B.A.'20, Univ. of Mont.; M.S.'32, Oregon State Col.; Supt. of Pub. Sch. Dist. 1, Deer Lodge, Mont., since 1950.

Seibel, Louie W., B.A.'24, N. Dak. State Tchrs. Col., Valley City; M.A.'40, Mont. State Univ.; Supt. of Sch. and Prin. of Granite Co. H. S., Philipsburg, Mont., since 1951.

Shively, John D., M.A.'27, Univ. of N. Dak.; Supt. of Sch., Bozeman, Mont., since 1947.

Squires, Genevieve, B.E.'38, Western Mont. Col. of Educ.; Chief Deputy Supt. of Pub. Instr., Helena, Mont., since 1949.

Staehle, John F., B.A.'41, Pacific Univ.; M.A.'47, D.Ed.'51, Univ. of Oregon; Asst. Prof. of Educ., Mont. State Univ., Missoula, Mont., since 1950.

Stauffer, Harold M., B.S.'37, Pa. State Tchrs. Col., Kutztown; M.A.'51, Univ. of Nebr.; Supt. of Sch., Drummond, Mont., since 1953.

Stegner, Warren E., B.S.'16, Carleton Col.; M.A.'39, Univ. of Minn.; Dir. of Tchr. Tr., and Prof. of Educ., Rocky Mountain Col., Billings, Mont., since 1954.

Wetzel, Winston W., B.A.'34, Westmar Col.; M.S.'40, State Univ. of Iowa; Supt. of Sch. and Pres. of Dawson Co. Jr. Col., Glendive, Mont., since 1948.

Wiberg, Louise C., B.S.'31, M.A.'33, Tchrs. Col., Columbia Univ.; Area Dir. of Indian Sch., Billings, Mont., since 1950.

INSTITUTIONAL MEMBER

School District No. 9, Valley Co., Opheim, Mont. Harold E. Colvin, Supt.

NEBRASKA

Anderson, J. F., M.A.'40, Colo. State Col. of Educ.; Supt. of Sch., Harrisburg, Nebr., since 1937.

Bail, Philip Milo, B.A.'20, LL.D.'47, Mo. Valley Col.; M.A.'28, Ph.D.'31, State Univ. of Iowa; Pres., Municipal Univ. of Omaha, Omaha, Nebr., since 1948.

Beggs, W. K., A.B.'28, Tarkio Col. (Mo.); M.A.'37, Ph.D.'39, Univ. of Nebr.; Prof. of Sch. Admin., Univ. of Nebr., Lincoln, Nebr., since 1940.

Black, Leo Perry, Ph.D.'44, Univ. of Nebr.; Asst. State Supt. of Pub. Instr., State Dept. of Pub. Instr., Lincoln, Nebr., since 1945.

Brooks, Ralph G., A.B.'25, Nebr. Wesleyan Univ.; A.M.'32, Univ. of Nebr.; Supt. of Sch. and Pres., McCook Col., McCook, Nebr., since 1947.

Burgeson, John G., B.S.'33, Ga. Tchrs. Col.; M.A.'39, Univ. of Colo.; Supt. of Sch., Gordon, Nebr., since 1944.

Burke, Harry A., B.A.'17, Univ. of Idaho; M.A.'28, Ed.D.'42, Stanford Univ.; Supt. of Sch., Omaha, Nebr., since 1946.

Burkhardt, Allen Paul, A.B.'25, Nebr. Wesleyan Univ.; M.A.'29, Columbia Univ.; Ph.D.'43, Univ. of Nebr.; Supt. of Sch., and Pres., Jr. Col., Norfolk, Nebr., since 1931.

Burnham, Archer L., A.B.'16, A.M.'27, Univ. of Nebr.; Ph.D.'38, Colo. State Col. of Educ.; Dir. of Research, Nebr. State Educ. Assn., Lincoln, Nebr., since 1954.

Carey, Raymond Burdette, A.B.'13, Nebr. Wesleyan Univ.; M.A.'31, Univ. of Nebr.; Supt. of Sch., Bellevue, Nebr., since 1948.

Chittim, Harry D., B.S. in Ed.'32, M.Ed. '35, Boston Univ.; Operations Analyst (Training), Hq. Strategic Air Command, Offut A. F. Base, Omaha, Nebr., since 1944.

Chollar, William F., A.B.'35, Friends Univ.; M.A.'41, Univ. of Wichita; Educ. Rep., Encyclopedia Britannica, Lincoln, Nebr., since 1954.

Christian, Ivan, A.B.'27, Nebr. State Tchrs. Col., Chadron; M.A.'41, Univ. of Wyo.; Supt. of Sch., Bayard, Nebr., since 1950.

Colson, M. R., A.B.'18, Grand Island Col.; M.A.'33, Univ. of Nebr.; Supt. of Sch., Lyman, Nebr., until 1954.

Corneer, Robert, B.A.'48, Nebr. State Tchrs. Col., Kearney; M.A.'49, Univ. of Wyo.; Supt. of Sch., Stapleton, Nebr.

Crawford, Harold L., B.S.'32, M.A.'51, Creighton Univ.; Supt. of Sch., Boys Town, Nebr., since 1944.

Crawford, Theodore R., B.Sc.'13, Hastings Col.; Rep., Scott Foresman Co., Lincoln, Nebr., since 1924.

Cushing, Herbert L., A.B.'14, Grand Island Baptist Col.; M.A.'30, Univ. of Nebr.; D.Ed.'37, Nebr. Wesleyan Univ.; Pres., Nebr. State Tchrs. Col., Kearney, Nebr., since 1936.

Decker, F. B., A.B.'30, Nebr. State Tchrs. Col., Wayne; M.A.'45, Univ. of Nebr.; State Supt. of Pub. Instr., State Dept. of Pub. Instr., Lincoln, Nebr., since 1951.

Evans, Milton Durrell, B.A.'40, Nebr. State Tchrs. Col., Wayne; M.A.'47, Ph.D.'54, Univ. of Nebr.; Head, Educ. Dept., and Dean of Men, Nebr. Wesleyan Univ., Lincoln, Nebr., since 1954.

Exstrom, Paul E., A.B.'27, Nebr. State Tchrs. Col., Kearney; Lincoln Co. Supt. of Pub. Instr., North Platte, Nebr., since 1935.

Goman, Neal S., A.B.'31, M.A.'45, Univ. of Nebr.; Pres., Nebr. State Tchrs. Col., Peru, Nebr., since 1951.

Gorman, Frank H., B.S.'24, Central Mo. Col., Warrensburg; M.A.'28, Ph.D.'31, Univ. of Mo.; Dean, Col. of Educ., Univ. of Omaha, Omaha, Nebr., since 1948.

Grass, Anzie Vernon, B.A.'29, Nebr. State Tchrs. Col., Peru; M.A.'37, Univ. of Colo.; Supt. of Sch., Tecumseh, Nebr., since 1942.

Grubb, Neal A., B.A.'34, Nebr. State Tchrs. Col., Wayne; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Tilden, Nebr., since 1946.

Hall, Edythe K., B.A.'26, MacMurray Col. for Women; M.A.'40, D.Ed.'49, Northwestern Univ.; Prin. of Kellom Elem. Sch., Omaha, Nebr., since 1945.

Halstead, Albert V., B.S.'28, Univ. of Nebr.; M.S.'34, Univ. of Colo.; Supt. of Sch., Hemingford, Nebr., since 1951.

Hanson, Leonard E., M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Ogallala, Nebr., since 1950.

Henzlik, F. E., Ph.D.'24, Columbia Univ.; Dean and Prof. of Sch. Admin., Tchrs. Col., Univ. of Nebr., Lincoln, Nebr., since 1931.

Hill, Fred, B.S.'14, North Central Col.; M.A.'39, Univ. of Nebr.; Assoc. Supt. of Sch., Omaha, Nebr., since 1944.

Kline, Barton L., B.Sc.'29, Cotner Col.; M.A.'34, Univ. of Nebr.; D.Ed.'48, Colo. State Col. of Educ.; Pres., Nebr. State Tchrs. Col., Chadron, Nebr., since 1954.

Kline, Donald F., A.B.'47, M.A.'47, Univ. of Nebr.; Exec. Secy., Nebr. State Educ. Assn., Lincoln, Nebr., since 1954.

Lichtenberger, Allan R., A.B.'31, Nebr. State Tchrs. Col., Peru; M.A.'36, Univ. of Nebr.; Dir. of Research, State Dept. of Pub. Instr., Lincoln, Nebr., since 1949.

Lightbody, E., M.A.'34, Univ. of Nebr.; Supt. of Schs., Nebraska City, Nebr., since 1945.

Lundstrom, Glenn A., B.S., Midland Col.; M.A.'46, Univ. of Nebr.; Supt. of Sch., Blair, Nebr., since 1951.

McNickle, T. R., B.S.'28, M.A.'34, Univ. of Nebr.; Supt. of Sch., Auburn, Nebr., since 1954.

Maclay, F. Don., M.A.'38, Univ. of Nebr.; Supt. of Sch. and Pres., Jr. Col., Fairbury, Nebr., since 1953.

Maehr, Martin J., M.S. in Ed.'41, Okla. A. and M. Col.; Dir. of Tchr. Tr. and Placement, Concordia Tchrs. Col., Seward, Nebr., since 1950.

Mead, Benjamin H., A.B.'25, Municipal Univ. of Omaha; M.A.'49, Stanford Univ.; Supt. of Sch., Ainsworth, Nebr., since 1953.

Miller, Glenn E., A.B.'16, Univ. of Nebr.; M.A.'29, Univ. of Nebr. and Univ. of Wash.; Supt. of Sch., Lexington, Nebr., since 1935.

Morehouse, Charles O., B.A.'41, Dana Col. (Nebr.); M.A.'47, Univ. of Nebr.; Supt. of Sch., Potter, Nebr., since 1953.

Morris, E. Paul, A.B.'29, Nebr. Wesleyan Univ.; M.A.'38, Univ. of Nebr.; Supt. of Sch., Kearney, Nebr., since 1947.

Morrison, L. Eugene, B.S.'42, Nebr. State Tchrs. Col., Kearney; M.S.'51, Univ. of Omaha; Supt. of Sch., Wahoo, Nebr., since 1953.

Oakes, W. Otto, A.B.'28, Nebr. State Tchrs. Col.; Peru; A.M.'38, Univ. of Denver; Supt. of Sch., North Platte, Nebr., since 1948.

Pickrel, Glenn E., A.B.'36, Nebr. Central Col.; M.A.'46, Univ. of Nebr.; Supt. of Westside Community Sch., Omaha, Nebr., since 1949.

Rarick, Eugene L., A.B.'33, Nebr. State Tchrs. Col., Peru; M.A.'39, Univ. of Nebr.; Supt. of Sch., Superior, Nebr., since 1953.

Rice, John D., A.B.'24, Grand Island Col. (Nebr.); M.A.'30, Tchrs. Col., Columbia Univ.; Ed.D.'49, Colo. State Col. of Educ.; Pres., Nebr. State Tchrs. Col., Wayne, Nebr., since 1951.

Ruff, Otto George, A.B.'38, Nebr. State Tchrs. Col., Kearney; M.A.'40, Univ. of Nebr.; Supt. of Sch., Scottsbluff, Nebr., since 1952.

Russell, O. D., M.A.'43, Colo. State Col. of Educ.; Supt. of Sch., Overton, Nebr., since 1946.

Schindler, W. A., M.A.'37, Univ. of Nebr.; Supt. of Sch., Alliance, Nebr., since 1951.

Schroeder, Howard F., B.Sc.'24, M.A.'36, Univ. of Nebr., Supt. of Sch., Holdrege, Nebr.

Sims, G. L., B.S.'39, Nebr. State Tchrs. Col., Kearney; M.A.'47, Univ. of Nebr.; Supt. of Sch., Albion, Nebr., since 1951.

Sinkey, L. F., M.A.'39, Univ. of Nebr.; Dean, Fairbury Jr. Col., Fairbury, Nebr., since 1949.

Smith, Leon O., B.A.'10, M.A.'18, State Univ. of Iowa; Asst. Supt. of Sch., Omaha, Nebr., 1919-54 (retired).

Staerkel, William M., B.A.'42, Bethel Col.; M.Ed.'48, Univ. of Kansas; Ed.D. '53, Stanford Univ.; Supt. of Sch., Beatrice, Nebr., since 1954.

Stoneman, Merle A., A.B.'27, Central Col. (Mo.); A.M.'34, Ph.D.'38, Univ. of Nebr.; Prof. of Sch. Admin., Univ. of Nebr., Lincoln, Nebr., since 1941.

TeSelle, Lloyd C., M.S.'35, Univ. of Southern Calif.; Supt. of Sch., Fremont, Nebr., since 1953.

Towne, George L., A.B.'95, Univ. of Nebr.; Pres., University Pub. Co., Lincoln, Nebr., since 1902.

Velte, Charles Henry, A.B.'14, Hastings Col.; M.A.'29, Univ. of Nebr.; Supt. of Sch., Crete, Nebr., since 1919.

Watkins, Steven N., B.S. in Ed.'31, Cotner Col.; M.A.'35, Ph.D.'45, Univ. of Nebr.; Supt. of Sch., Lincoln, Nebr., since 1950.

Watson, Raymond A., B.S. in Ed.'21, Univ. of Mo.; M.A.'28, Univ. of Chicago; Supt. of Sch., Hastings, Nebr., since 1944.

Weyer, Frank E., Ph.D.'41, Univ. of Nebr.; Dean, Hastings Col., Hastings, Nebr., since 1918.

Weymouth, Orrin J., M.A.'39, Colo. State Col. of Educ.; Supt. of Sch., Sidney, Nebr., since 1942.

Wilkie, Russell M., A.B.'27, Nebr. Wesleyan Univ.; M.A.'40, Colo. State Col. of Educ.; Supt. of Sch., Gering, Nebr., since 1948.

Willert, Everett W., A.B.'27, Midland Col.; M.A.'42, Univ. of Nebr.; Supt. of Sch., Wayne, Nebr., since 1949.

Willits, Kenneth C., M.A.'51, Univ. of Nebr.; Supt. of Sch., Franklin, Nebr., since 1951.

Wiltse, Earle W., A.B.'22, Nebr. Wesleyan Univ.; A.M.'26, Columbia Univ.; Ph.D. '42, Univ. of Nebr.; Supt. of Sch., Grand Island, Nebr., since 1944.

Young, Joseph P., B.S.'25, M.A.'32, Univ. of Nebr.; Supt. of Sch., Columbus, Nebr., since 1948.

INSTITUTIONAL MEMBERS

Nebr. State Tchrs. Col., Library, Chadron, Nebr.

Nebr. State Tchrs. Col., Library, Kearney, Nebr.

Nebr. State Tchrs. Col., Library, Wayne, Nebr.

Univ. of Omaha, Library, Omaha, Nebr.

NEVADA

Best, Robert, B.S.'36, Univ. of Nevada; Supt. of Mineral Co. Sch., Hawthorne, Nevada, since 1944.

Brinley, J. Harold, A.B.'22, Univ. of Utah; Asst. Supt. of Sch., Las Vegas, Nevada, since 1952.

Brown, Harold N., D.Ed.'35, Univ. of Calif.; Dir., Sch. of Educ., Univ. of Nevada, Reno, Nevada, since 1952.

Burkholder, Lyal W., A.B.'26, Bluffton Col. (Ohio); M.A.'33, Ohio State Univ.; Supt. of Sch., Henderson, Nevada, since 1951.

Copenhaver, Roxie, B.A.'29, Univ. of Mont.; Deputy State Supt. of Sch., Fifth Supvn. Dist., Las Vegas, Nevada, since 1943.

Davis, Chester V., M.A.'34, Stanford Univ.; Exec. Secy., State Educ. Assn., Reno, Nevada, since 1952.

Dilts, Dwight F., B.A.'31, Wash. State Col.; M.A.'39, Univ. of Nevada; Retirement Clerk and Statistician, State Dept. of Educ., Carson City, Nevada, since 1937.

Dodson, Edwin S., B.A.'42, Univ. of Nevada; M.A.'48, Univ. of Oregon; Supt. of Consol. Sch. Dist. 1, Lovelock, Nevada, since 1950.

Duncan, Glenn A., B.A.'30, Univ. of Wis.; State Supt. of Pub. Instr., State Dept. of Educ., Carson City, Nevada, since 1951.

Edwards, Elbert B., A.B.'29, Univ. of Nevada; Supt. of Sch., Boulder City, Nevada, since 1940.

Eichert, Magdalen K., B.S. Ed.'36, Mass. State Tchrs. Col., North Adams; M.A. '45, Ph.D.'50, N. Y. Univ.; Assoc. Prof. of Educ., Col. of Educ., Univ. of Nevada, Reno, Nevada, since 1953.

Fant, John H., B.S.'31, Univ. of Nevada; Deputy State Supt. of Pub. Instr., Fourth Supvn. Dist., Reno, Nevada, since 1951.

Fish, Seymour P., A.B.'28, Univ. of Utah; Supt., Clark Co. Sch. Dist. 1, Overton, Nevada, since 1944.

Galbraith, C. Layton, B.S.'28, Utah State Agrl. Col.; M.A.'31, Stanford Univ.; Supt. of Sch., McGill, Nevada, since 1932.

Gray, R. Guild, A.B.'35, M.A.'48, Univ. of Nevada; Supt. of Sch., Las Vegas, Nevada, since 1953.

Harris, George E., A.B.'24, Howard Payne Col.; Asst. Supt. of Sch., Las Vegas, Nevada, since 1953.

Lodge, Harry, A.B.'35, Wash. Missionary Col.; Educ. Supt., Nevada-Utah Conference of Seventh-Day Adventists, Reno, Nevada, since 1950.

Manning, R. H., B.S.'39, Utah State Agrl. Col.; Asst. State Supt. of Pub. Instr., State Dept. of Educ., Carson City, Nevada, since 1951.

Reed, Flo, B.A.'44, Univ. of Nevada; Deputy State Supt. of Pub. Instr., 2nd Supvn. Dist., Ely, Nevada, since 1952.

Smalley, Floyd, B.S.'38, Univ. of Nevada; Supt. of Elem. Sch., Hawthorne, Nevada, since 1940.

Smith, Wallace S., B.A.'29, Univ. of Nevada; Supt. of Churchill Co. H. S., Fallon, Nevada, since 1946.

White, Hugh M., B.S. in Ed.'34, Univ. of Oregon; M.S. in Ed.'40, Univ. of S.C.; Supt. of Sch., Ely, Nevada, since 1939.

Wooster, Earl, A.B.'21, Univ. of Nevada; M.A.'40, Stanford Univ.; Supt. of Sch., Reno, Nevada, since 1944.

NEW HAMPSHIRE

Appleton, David, B.S.'41, Univ. of N. H.; Supt. of Sch., Supvry. Union 9, Conway, N. H.

Arnold, Dexter O., A.B.'32, Hobart Col.; M.A.'38, Syracuse Univ.; Ed.D.'51, Boston Univ.; Asst. Supt. of Sch., Concord, N. H., since 1948.

Atherton, Harlan E., B.A.'25, Yale Univ.; Ed.M.'33, Univ. of N. H.; Supt. of Sch., Concord, N. H., since 1947.

Badger, Lester B., B.S.'18, Dartmouth Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Supvy. Union 47, Peterborough, N. H., since 1946.

Bailey, Robert D., Ed.B.'32, Keene Tchrs. Col. (N. H.); Ed.M.'43, Harvard Univ.; Exec. Secy., N. H. State Tchrs. Assn., Concord, N. H., since 1950.

Beal, Raymond I., B.S.'36, Univ. of N. H.; Supt. of Sch., Portsmouth, N. H., since 1946.

Bennett, Phil A., B.Ed.'42, Plymouth Tchrs. Col.; Supt. of Sch., Woodsville, N. H., since 1947.

Bowlby, Charles L., B.S.'27, City Col. of the City of New York; M.A.'44, Columbia Univ.; Supt. of Supvy. Union 38, Marlboro, N. H., since 1949.

Bowley, Harold Croft, Ph.B.'20, Univ. of Vt.; M.Ed.'40, Univ. of N. H.; Supt. of Supvy. Union 40, Milford, N. H., since 1939.

Bragner, William E., A.B.'30, Dartmouth Col.; Ed.M.'40, Boston Univ.; Prin. of H. S., Hanover, N. H., since 1954.

Bushnell, Almon W., A.B.'16, Dartmouth Col.; A.M.'26, Columbia Univ.; Supt. of Supvy. Union 2, Meredith, N. H., since 1934.

Cunningham, Robert N., A.B.'25, Princeton Univ.; B.A.'28, B.Litt.'29, M.A.'31, Queens Col., Oxford Univ., England; Dean, Phillips Exeter Acad., Exeter, N. H., since 1953.

Danforth, H. Raymond, A.B.'28, Ed.M.'37, Univ. of N. H.; Supt. of Sch., Nashua, N. H.

Davis, Wendell V., A.B.'26, Univ. of N. H.; M.E.'42, Bates Col.; Prin. of Sch., Salem, N. H., since 1949.

Day, John Wilman, B.S. in Ed.'37, Plymouth Tchrs. Col. (N. H.); M.S. in Ed.'49, Univ. of N. H.; Supt. of Supvy. Union 49, Wolfeboro, N. H., since 1952.

Doe, Chester W., A.B.'10, Harvard Univ.; B.D.'13, Auburn Theol. Sem.; M.Ed.'32, Univ. of N. H.; Supt. of Supvy. Union 44, Northwood, N. H., since 1928.

Eddy, Rhoden B., B.S.'20, Colby Col.; Ed.M.'28, Harvard Univ.; Supt. of Sch., Laconia, N. H., since 1943.

Farnum, Paul E., B.S.'25, Univ. of N. H.; M.S.'36, Cornell Univ.; Chief, Div. of Admin. Serv., State Dept. of Educ., Concord, N. H., since 1940.

*Fillion, Paul Raoul, A.B.'42, Adrian Col.; Ed.M.'46, Western Md. Col.; Dir. of Educ. Finance, State Dept. of Educ., Concord, N. H., since 1950.

Flint, Gordon B., B.S.'40, M.Ed.'48, Univ. of N. H.; Supt. of Supvy. Union 43, Newport, N. H., since 1947.

Foote, Lewis F., B.S.'25, M.Ed.'33, Univ. of N. H.; Supt. of Supvy. Union 19, Goffstown, N. H., since 1944.

Fowlie, Howard D., A.B.'38, M.A. in Ed. '51, Univ. of Maine; Supt. of Supvy. Union 58, Groveton, N. H., since 1951.

Fox, Gordon L., B.S.'22, Univ. of N. H.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Supvy. Union 59, Tilton, N. H., since 1951.

Frye, John H., B.E.'31, Keene Tchrs. Col. (N. H.); M.E.'40, Univ. of N. H.; Supt. of Sch., Rochester, N. H., since 1949.

Gillmore, Roy W., B.A.'15, Colby Col.; M.A. '24, Bates Col.; Supt. of Supvy. Union 21, Hampton, N. H., since 1930.

Gray, C. Maurice, A.B.'28, Dartmouth Col.; M.Ed.'38, Univ. of N. H.; Supt. of Supvy. Union 4, Bristol, N. H., since 1946..

Hounsell, William B., B.A.'30, M.A.'33, Univ. of N. H.; Supt. of Supvy. Union 46, Penacook, N. H., since 1951.

Hoyt, Raymond A., B.A.'28, Ed.M.'37, Univ. of N. H.; Supt. of Supvy. Union 16, Exeter, N. H., since 1948.

Hyde, Harold E., B.S.'33, Hartwick Col.; M.S.'39, Col. for Tchrs. at Albany (N. Y.); Ed.D.'50, New York Univ.; Pres., Plymouth Tchrs. Col., Plymouth, N. H., since 1951.

Keach, Elliott W., B.S.'35, Springfield Col.; M.Ed.'43, Univ. of N. H.; Supt. of Sch., Union 60, Walpole, N. H., since 1952.

Knightly, Albert P., B.S.'26, Ed.M.'35, Bates Col.; Supt. of Supvy. Union 20, Gorham, N. H., since 1947.

Leavitt, Russell Hall, B.S.'16, Dartmouth Col.; Ed.M.'35, Harvard Univ.; Chief, Div. of Instr., State Dept. of Educ., Concord, N. H., since 1946.

Lees, Chester C., A.B.'26, Harvard Univ.; A.M.'37, Brown Univ.; Supt. of Supvy. Union 25, Winchester, N. H., since 1947.

McCaffrey, Austin J., B.S.'36, Ed.M.'40, Univ. of N. H.; Ed.D.'54, Harvard Univ.; State Commr. of Educ., Concord, N. H., since 1954.

Martin, Helen E., M.Ed.'51, Plymouth Tchrs. Col. (N. H.); Asst. to the Supt. of Sch., Laconia, N. H., since 1952.

Mason, Howard F., B.A.'31, Dartmouth Col.; M.Ed.'39, Univ. of N. H.; Grad. Student, Harvard Univ., Cambridge, Mass., 1954-55. Address: 1 Brockway Rd., Hanover, N. H.

Meacham, Ralph H., B.S.'36, Middlebury Col.; Supt. of Supvy. Union 5, Charlestown, N. H., since 1952.

Moody, J. Harold, A.B.'31, Dartmouth Col.; M.A.'39, Columbia Univ.; Supt. of Supvy. Union 24, Hillsboro, N. H., since 1951.

Morrison, Maria P., B.S. in Ed.'33, M.S.'37, Boston Univ.; Asst. Supt. of Sch., Nashua, N. H., since 1937.

Nelson, Wm. J., B.S.'11, Trinity Col. (Conn.); Supt. of Sch., Plaistow, N. H. (retired).

Nichols, Augusta M., B.S.'29, M.Ed.'32, D.Ed.'47, Boston Univ.; Supt. of Sch., Manchester, N. H., since 1954.

Niles, Caleb H., B.S.'14, Dartmouth Col.; Supt. of Sch., Berlin, N. H., since 1940.

Northrup, Charles M., B.S.'34, Iowa State Tchrs. Col.; M.S.'49, Drake Univ.; Supt. of Sch., Dover, N. H., since 1953.

Osgood, Jonathan A., B.S.'32, M.Ed.'35, Univ. of N. H.; Supt. of Supvy. Sch. Union 55, Salem, N. H.

Paire, Newell J., B.Ed.'36, Keene Tchrs. Col. (N. H.); Supt. of Supvy. Union 63, Wilton, N. H., since 1947.

Parkinson, Everton H., B.A.'26, Wesleyan Univ.; Ed.M.'32, Univ. of N. H.; Supt. of Supvy. Union 10, Derry, N. H., since 1942.

Ramsay, Louis L., M.Ed.'43, Boston Univ.; Supt. of Supvy. Sch. Union 14, Epping, N. H., since 1950.

Sillari, Edward A., B.Ed.'37, Plymouth Tchrs. Col.; M.Ed.'49, Univ. of N. H.; Asst. Supt. of Sch., Keene, N. H., since 1953.

Sterling, William C., B.A.'31, Univ. of N. H.; Ed.M.'42, Univ. of Vt.; Supt. of Supvy. Sch. Union 26, Contoocook, N. H., since 1947.

Toll, Arthur E., B.A.'35, M.Ed.'42, Univ. of N. H.; Supt. of Supvy. Union 56, Somersworth, N. H., since 1953.

Trafton, F. Lester, A.B.'14, Clark Col.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Claremont, N. H., since 1943.

Young, Hammond, Supt. of Supvy. Sch. Union 32, Lebanon, N. H.

Young, Lloyd P., B.S.'22, Kansas State Tchrs. Col., Emporia; A.M.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Pres., Keene Tchrs. Col., Keene, N. H., since 1939.

INSTITUTIONAL MEMBER

Plymouth Tchrs. Col., Library, Plymouth, N. H.

NEW JERSEY

Adams, J. Harry, A.M.'35, Univ. of Mich.; Supt. of Sch., Elizabeth, N. J., since 1948.

Agnone, Anthony F., M.S.'42, Pa. State Col.; Supt. of Sch., South River, N. J., since 1951.

Ahlbach, James F., B.S. in Ed.'36, Ed.D.'48, Rutgers Univ.; M.A. in Sec.Ed.'37, Tchrs. Col., Columbia Univ.; Asst. to the Dir. of Elem. Educ., Trenton, N. J., since 1952.

Alvarez, Alfonso, Jr., Arch., Upper Montclair, N. J., since 1936.

Anderson, Helen I., M.S. in Ed.'42, Rutgers Univ.; Prin. of Madison-Monroe Elem. Sch. 16, Elizabeth, N. J., since 1951.

Anderson, Roy A., B.S.'40, N. J. State Tchrs. Col., Newark; M.A.'44, N. J. State Tchrs. Col., Upper Montclair; Admin. Asst. in chg. of Bus., George Wash. Sch., Millburn, N. J., since 1946.

Anderson, Theo. I., B.Ed.'37, Ill. State Normal Univ.; M.A.'41, Univ. of Ill.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Supt. of Sch., Manasquan, N. J., since 1952.

Anibal, Earle W., Ph.B.'08, Hamilton Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mountain Lakes, N. J., since 1932.

Antrim, G. Harold, A.B.'25, Washington and Jefferson Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Pt. Pleasant Beach, N. J., since 1930.

Apetz, William Leonard, B.S.Ed.'42, N. J. State Tchrs. Col., Glassboro; M.Ed.'53, Rutgers Univ.; Prin. of Ella G. Clarke Elem. Sch., Lakewood, N. J., since 1948.

Atkins, William H., A.B.'33, A.M.'41, N. J. State Tchrs. Col., Upper Montclair; Ed.D.'48, Rutgers Univ.; Assoc. Prof. of Educ., Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1948.

Atwood, Will G., Litt.B.'10, Rutgers Univ.; Warren Co. Supt. of Sch., Belvidere, N. J., since 1928.

Axtell, Paul H., A.B.'16, Colgate Univ.; M.A.'21, Tchrs. Col., Columbia Univ.; Ph.D.'34, N. Y. Univ.; Supt. of Sch., Caldwell, N. J.

Bain, Harry L., A.B.'15, Union Col.; M.A.'23, Columbia Univ.; Supt. of Sch., West New York, N. J., since 1927.

Bair, Carl M., Ph.B.'09, Grinnell Col.; M.A.'30, Columbia Univ.; Ocean Co. Supt. of Sch., Toms River, N. J., since 1944.

Ball, Lester B., B.E.'34, Northern Ill. State Tchrs. Col.; M.A.'38, Ed.D.'49, Northwestern Univ.; Supt. of Sch., Millburn, N. J., since 1950.

Bare, Thurman H., B.S.'26, M.A.'29, Univ. of Mo.; Ed.D.'44, Columbia Univ.; Supt. of Sch., North Plainfield, N. J., since 1946.

Batten, (Mrs.) Pluma B., B.S. in Ed.'28, Univ. of Pa.; Supt. of Sch., Woodstown, N. J., since 1943.

Baugher, James K., B.S.'28, Gettysburg Col.; M.A.'40, N. Y. Univ.; Prin. of Elem. Sch., Roselle, N. J., since 1945.

Baxter, Lindly C., B.S.'32, Rutgers Univ.; M.A.'40, New York Univ.; Supt. of Sch., Hillsdale, N. J., since 1952.

Bean, Albert M., A.B.'10, A.M.'14, Dickinson Col.; LL.D.'44, Col. of South Jersey; Co. Supt. of Sch., Camden, N. J., since 1930.

Beck, Richard T., B.S.'30, M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'37, N. Y. Univ.; Supt. of Regional H. S. Dist., Freehold, N. J., since 1954.

Bedrick, Emanuel, B.S.'29, M.A.'35, N. Y. Univ.; Asst. Supt. of Sch., Linden, N. J., since 1953.

Behmer, John H., B.A.'25, Elizabethtown Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Ed.D.'38, Rutgers Univ.; Supt. of Piscataway Twp. Sch., New Market, N. J., since 1935.

Beidel, F. Douglass, B.A.'20, Lebanon Valley Col.; M.A.'31, Columbia Univ.; Supt. of Twp. Sch., Cape May Court House, N. J., since 1948.

Best, Howard R., B.A.'17, Yankton Col.; Cert.'19, Univ. of Montpelier, France; M.A.'29, Univ. of Nebr.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cranford, N. J., since 1935.

Best, Leonard E., B.S.'16, Mass. Inst. of Tech.; Vicepres., Summit Bd. of Educ., Springfield, N. J.

*Bigelow, Merrill A., A.B.'18, Colby Col.; M.A.'29, Ed.D.'47, Tchrs. Col., Columbia Univ.; Prin. of Franklin and Brookside Schs., Bloomfield, N. J., since 1942.

Bishop, J. Edgar, A.B.'25, A.M.'27, Susquehanna Univ.; Ed.M.'40, Pa. State Col.; Supt. of Sch., Merchantville, N. J., since 1946.

Blewitt, Catherine A., M.A.'44, Seton Hall Col.; Supvr. of Elem. Educ., State Dept. of Educ., Newark, N. J., since 1952.

Blunt, Robert Randolph, Litt.B.'29, Ed.M. '32, Rutgers Univ.; Middlesex Co. Supt. of Sch., New Brunswick, N. J., since 1949.

Bogle, Frank P., A.B.'27, Nebr. State Tchrs. Col., Peru; A.M.'38, Colo. State Col. of Educ.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Morristown, N. J.

Bolge, George Robert, B.S.'36, N. J. State Tchrs. Col., Trenton; M.Ed.'39, Rutgers Univ.; Viceprin., Central H. S., Trenton, N. J., since 1952.

Booth, Leslie A. E., B.A.'24, Univ. of New Brunswick, Canada; M.A.'38, N. J. State Tchrs. Col., Upper Montclair; Prin., H. S., Boonton, N. J., since 1943.

Bosshart, John H., B.A.'02, Cornell Univ.; State Commr. of Educ., Trenton, N. J., 1943-52 (retired). Address: 19 Curtis Place, Maplewood, N. J.

Bowers, Ray L., B.S.'22, Franklin and Marshall Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lincoln Park, N. J., since 1925.

Boyer, Clarence Edwin, A.B.'19, Albright Col.; M.A.'26, Columbia Univ.; Supt. of Sch., Boonton, N. J., since 1942.

Bradford, Eugene J., B.S.'36, Ursinus Col.; M.Ed.'41, Rutgers Univ.; Supt. of Sch., Glen Rock, N. J., since 1952.

Bradford, Harmon M., B.A.'23, Boston Univ.; M.A.'36, N. Y. Univ.; Supt. of Sch., Long Branch, N. J., since 1951.

Bradford, Howard L., B.A.'31, Rutgers Univ.; M.A.'41, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., North Arlington, N. J., since 1953.

Branom, Wayne T., B.Ed.'32, Ill. State Normal Univ.; M.S.'34, Northwestern Univ.; Ed.D.'41, New York Univ.; Supt. of Sch., Hillside, N. J., since 1944.

Brightbill, David F., A.B.'24, Elizabethtown Col.; M.A.'28, Univ. of Pittsburgh; Supt. of Sch., Gloucester City, N. J., since 1948.

Brilliantine, Dalba, B.A.'38, Wilson Col. (Pa.); M.A.'41, Columbia Univ.; Viceprin., Jr. H. S. 1, Trenton, N. J., since 1952.

Brower, Clayton R., A.B.'47, M.A.'48, Syracuse Univ.; Admin. Asst., Pub. Sch., Plainfield, N. J., since 1953.

Brown, G. Hobart, B.S.'21, Bucknell Univ.; Supt. of Sch., Roselle Park, N. J., since 1952.

Brown, John W., B.S.'23, Univ. of Del.; M.S.'29, Univ. of Pa.; Asst. Supt. of Haddon Twp. Sch., Westmont, N. J., since 1952.

Brown, Milton W., B.S.'23, Knox Col.; A.M. '26, Ph.D.'46, Univ. of Chicago; Supt. of Sch., West Orange, N. J., since 1946.

Brown, Olive D., A.M.'40, Tchrs. Col., Columbia Univ.; Dir. of Elem. Educ., Pub. Sch., Trenton, N. J., since 1942.

Brown, Paul R., A.B.'21, Simpson Col.; S.T.B.'24, Boston Univ.; Ed.M.'31, Rutgers Univ.; A.M.'34, Tchrs. Col., Columbia Univ.; Ed.D.'45, Rutgers Univ.; Supt. of Sch., Linden, N. J., since 1935.

Brunner, Howard B., A.B.'23, Swarthmore Col.; A.M.'28, Columbia Univ.; Supt. of Sch., Scotch Plains, N. J., since 1936.

Bulger, Mary M., B.S.'30, M.A.'34, Columbia Univ.; Prin.-in-chg. of Sch., Edgewater, N. J., since 1950.

Bunting, Eugenie McE., Member, Bd. of Educ., Cranbury, N. J., since 1944.

Burke, Regina C. M., B.A.'00, Hunter Col.; B.S.'24, Fordham Univ.; Assoc. Supt. of New York City Sch., 1938-53 (retired). Address: Box 481, Essex Fells, N. J.

Burns, Loretta L., M.S. in Ed.'36, Rutgers Univ.; Prin. of Philip Carteret Elem. Sch., Elizabeth, N. J., since 1943.

Burt, Roy P., B.S.'28, Rutgers Univ.; M.A. '33, New York Univ.; Supt., Saddle River Twp. Sch., Rochelle Park, N. J., since 1926.

Butler, Warren N., B.S.'31, M.S.'32, Pa. State Col.; Supt. of Pub. Sch., Maywood, N. J.

*Byrnes, Frederick J., B.S.'37, New York State Col. for Tchrs., Albany; M.A.'47, Tchrs. Col., Columbia Univ.; Dist. Clerk, Pub. Schs., Ridgewood, N. J., since 1951.

Cassel, Lloyd S., A.B.'13, Ursinus Col.; M.A.'28, Columbia Univ.; Supt. of Sch., Freehold, N. J., 1929-54 (retired).

Ceres, Anthony V., A.B.'28, Univ. of Notre Dame; LL.B.'31, Ed.M.'47, Rutgers Univ.; Supt. of Sch., Perth Amboy, N. J., since 1953.

Chalmers, James F., B.S.'21, Mt. Union Col.; M.A.'23, Ohio State Univ.; Prin., H. S., Perth Amboy, N. J., since 1945.

Chase, Urban W., B.S.'33, M.A.'35, New York Univ.; Hudson Co. Supt. of Sch., Jersey City, N. J.

Chauncey, Henry, A.B.'28, Harvard Univ.; Pres., Educ. Testing Serv., Princeton, N. J., since 1948.

Chittick, Murray A., B.S.'16, Rutgers Univ.; Supt. of Twp. Sch., Old Bridge, N. J., since 1929.

Clarke, Ray S., B.S.'18, Colgate Univ.; M.A.'34, Tchrs. Col., Columbia Univ.; Dir., Div. of Instr., Elizabeth, N. J., since 1949.

Clayton, Joseph E., B.S.'29, Rutgers Univ.; M.A.'32, Columbia Univ.; Asst. Commr. of Educ., State Dept. of Educ., Trenton, N. J., since 1954.

Conner, J. Harold, B.S.'35, Pa. State Tchrs. Col., Shippensburg; Ed.M.'37, Rutgers Univ.; Supt. of Sch., Wildwood, N. J., since 1947.

Conover, H. Richard, B.Ed.'40, N. J. State Tchrs. Col., Trenton; M.S. in Ed.'47, Rutgers Univ.; Prin. of Glenwood Sch., Short Hills, N. J., since 1951.

Curtis, Charles LaRue, B.S. in Ed.'27, M.A. in Ed.'42, New York Univ.; Supt. of Sch., Rockaway, N. J., since 1919.

Cynamon, Shepard H., B.S.'36, N. J. State Tchrs. Col., Paterson; M.A.'47, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Park Ridge, N. J., since 1947.

Davey, Ira H., Architect, 83 Highwood Ave., Tenafly, N. J.

Davis, B. Woodhull, B.S.'19, Wesleyan Univ.; M.S.'27, Columbia Univ.; Supt. of Sch., Princeton, N. J., since 1929.

Davis, Paul G., M.S.'37, Univ. of Pa.; Supt. of Sch., Wood-Ridge, N. J., since 1945.

Dee, Frank P., B.S.'34, Manhattan Col.; M.A.'48, N. J. State Tchrs. Col.; Supt. of Flemington-Raritan Consol Sch., Flemington, N. J., since 1953.

Delaney, (Mrs.) Eleanor C., B.S. in Ed.'30, M.A.'39, Rutgers Univ.; Prin., Woodrow Wilson Sch., Elizabeth, N. J., since 1942.

Della Penta, Anthony H., B.S.'41, N. J. State Tchrs. Col., Newark; M.A.'44, N. J. State Tchrs. Col., Upper Montclair; Supt. of Boro Sch., Lodi, N. J., since 1948.

Delp, Harold A., B.S. in Ed.'33, M.S.'34, Univ. of Fla.; Ph.D.'48, Univ. of Nebr.; Coordinator of Educ. Activities, The Training Sch., Vineland, N. J., since 1951.

Dennis, Clifford E., Litt.B.'13, Rutgers Univ.; M.A.'15, Harvard Univ.; Sussex Co. Supt. of Sch., Newton, N. J., since 1942.

DePuyt, J. Hobart, M.A.'37, Univ. of Rochester; Supt. of Sch., Hackensack, N. J., since 1950.

DeYoung, William George, Asst. Secy., Wayne Twp. Sch., Mountain View, N. J., since 1947.

Dick, Margaret D., B.S.'33, M.A.'42, New York Univ.; State Helping Tchrs., Phillipsburg, N. J., since 1930.

Dickinson, Florence M., M.S.'36, Rutgers Univ.; Prin. of H. H. Davis Elem. Sch., Camden, N. J., since 1943.

Diefenbach, Carl M., A.B.'19, Syracuse Univ.; M.A.'26, American Univ.; Supt. of Sch., Collingswood, N. J., since 1939.

Dierwechter, George L., B.S.'26, Franklin and Marshall Col.; M.A.'32, Columbia Univ.; Prin. of H. S., East Rutherford, N. J., since 1933.

Donahue, Frank L., B.S. in Ed.'35, N. J. State Tchrs. Col., Glassboro; Ed.M.'49, Temple Univ.; Supt. of Lower Camden Co. Regional H. S., Clementon, N. J., since 1951.

Donley, A. L., B.S.Ed.'26, Western Mich. Col. of Educ.; M.Ed.'41, Rutgers Univ.; Supt. of Sch., Vineland, N. J., since 1944.

Douthett, Walter R., A.B.'12, Ursinus Col.; A.M.'21, Univ. of Pa.; Supt. of Sch., Darby, Pa., 1922-50 (retired). Address: 108 North Argyle St., Margate City, N. J.

Draper, Norman C., B.A.'39, Scranton Univ.; M.A.'49, Bucknell Univ.; Supvr. of Bldgs. and Grounds, Plainfield, N. J., since 1953.

Durell, Thomas J., A.B.'07, Princeton Univ.; A.M.'30, Columbia Univ.; Asst. State Commr. of Educ. and Head, Div. of Elem. Educ., State Dept. of Educ., Trenton, N. J., since 1940.

Durkee, Frank M., A.B.'31, Dickinson Col.; M.A.'38, Ed.D.'48, Rutgers Univ.; Genl. Supvr. of Sch., Belleville, N. J., since 1952.

Easterbrook, Neil B., A.B.'23, Syracuse Univ.; Ed.M.'32, Rutgers Univ.; Supt. of Sch., Butler, N. J., since 1943.

Effross, Sidney, B.S. in Sec. Ed.'38, Pa. State Tchrs. Col., East Stroudsburg; M.Ed.'51, Rutgers Univ.; Supt. of Twp. Sch., Blairstown, N. J., since 1951.

Eisenmann, (Mrs.) Bertha M., M.Ed.'48, Rutgers Univ.; Supt. of Twp. Sch., Princeton, N. J., since 1952.

England, Herbert K., Jr., B.A.'31, Princeton Univ.; M.S. in Ed.'33, Rutgers Univ.; M.A.'38, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Salem, N. J., since 1948.

Evans, Frederick W., B.S.'26, Bucknell Univ.; M.A.'40, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Mt. Holly, N. J., since 1952.

Ewan, S. N., Jr., B.Sc.'21, Haverford Col.; A.M.'32, Ph.D.'35, Univ. of Pa.; Supt. of Sch., Westfield, N. J., since 1947.

Faddis, Robert E., Sc.B.'24, Dickinson Col.; M.A.'34, New York Univ.; Prin., H. S., Millburn, N. J., since 1942.

Faust, Alfred S., B.S.'21, Pa. State Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Ed.D.'51, New York Univ.; Supt. of Sch., East Rutherford, N. J., since 1933.

Fenton, William DeWitt, Ed.M.'48, Rutgers Univ.; Supt. of Hillsborough Sch., Belle Mead, N. J., since 1953.

*Ferguson, Harold Allen, A.B.'14, A.M.'16, Clark Univ.; Litt.D.'47, Princeton Univ.; Prin. of H. S., Montclair, N. J., 1926-53 (retired). Address: 64 Dryden Rd., Upper Montclair, N. J.

Fincke, (Mrs.) Goldie Megill, B.S. in Ed. '50, N. J. State Tchrs. Col., Newark; Ed.M.'52, Rutgers Univ.; Prin., Belmar, N. J., since 1954.

Fishack, Howard G., B.A.'21, M.A. in Pub. Adm.'22, Univ. of Mich.; Exec. Dir., Tax Survey Commn., Atlantic City, N. J., since 1947.

Fisher, Gilmore J., B.S.'25, St. Lawrence Univ.; M.A.'32, Ed.D.'44, Tchrs. Col., Columbia Univ.; Supt. of Ewing Twp. Sch., Trenton, N. J., since 1945.

Fisher, Leon O., B.S. in Ed.'37, Rutgers Univ.; Supt. of Sch., Washington, N. J., since 1952.

Flood, Robert A., B.S.'34, Pa. State Col.; M.S.'40, Univ. of Pa.; Supt. of Sch., Nutley, N. J., since 1954.

Flurry, Ablett H., A.B.'18, Univ. of Pa.; M.A.'27, Columbia Univ.; Ed.D.'45, Rutgers Univ.; Asst. Commr. for Sec. Educ., State Dept. of Educ., Trenton, N. J., since 1951.

Focht, Frank Fred, M.A.'53, New York Univ.; Prin. of Elem. Sch., Short Hills, N. J., since 1952.

Francis, Mary J., M.A.'38, Rutgers Univ.; Dir. of Elem. Educ., Pub. Sch., Newark, N. J., since 1949.

Freifeld, George F., B.S.'14, Wesleyan Univ.; M.A.'16, Columbia Univ.; Supt. of Sch., Roselle, N. J., since 1945.

Fries, Harry C., B.S.'20, B.A.'20, Bucknell Univ.; M.A.'22, Tchrs. Col., Columbia Univ.; Supt. of Sch., South Plainfield, N. J., since 1927.

Frisbie, Kenneth M., A.B.'30, Univ. of Del.; M.S.Ed.'52, Temple Univ.; Prin., Belhaven Sch., Linwood, N. J., since 1946.

Fry, Alvin A., B.S.'26, Dickinson Col.; M.S. '32, Pa. State Col.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lower Penn's Neck Twp., Pennsville, N. J., since 1951.

Fuchs, John William, B.A.'20, Univ. of Toledo; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Palisades Park, N. J., since 1935.

Gansz, Herbert W., M.S.'51, Univ. of Pa.; Admin. Prin., Deptford Twp. Sch., Almonesson, N. J., since 1953.

Garofalo, Domenick M., B.S.'36, N. J. State Tchrs. Col., Glassboro; M.Ed.'41, Temple Univ.; Supt. of Sch., Freehold, N. J., since 1954.

Garrison, Earl B., B.S.'38, N. J. State Tchrs. Col., Trenton; M.A.'49, Tchrs. Col., Columbia Univ.; Monmouth Co. Supt. of Sch., Freehold, N. J., since 1953.

Geary, Neil J., B.S.'33, N. J. State Tchrs. Col., Paterson; M.A.'39, N. J. State Tchrs. Col., Montclair; Ph.D.'49, N. Y. Univ.; Supt. of Sch., Weehawken, N. J., since 1952.

Geiger, Vincent, B.S.'23, Pa. State Col.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Verona, N. J., since 1938.

Geissinger, John B., A.B.'27, Muhlenberg Col.; M.A.'29, Ph.D.'45, Univ. of Pa.; Supt. of Sch., Somerville, N. J., since 1952.

Gelbart, Gershon, A.B.'33, George Washington Univ.; Ph.D.'36, Dropsie Col.; Educ. Consultant, Newark, N. J., since 1950.

Gerace, Stephen J., Ed.M.'39, Rutgers Univ.; Supt. of Sch., Pompton Plains, N. J., since 1944.

German, Edward B., B.S.'37, M.A.'49, Temple Univ.; Supt. of Ocean Twp. Sch., Wanamassa, N. J., since 1951.

Gibbs, Bert F., B.S.'15, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Milford, N. J., since 1915.

Gill, John Goodner, B.B.A.'34, Rider Col.; LL.D.'48, John Marshall Col.; Vicepres., Trustee and Registrar, Rider Col., Trenton, N. J., since 1942.

Gill, Ross M., D.Ed.'40, Univ. of Pittsburgh; Supt. of Sch., Plainfield, N. J., since 1954.

Gillespie, William K., B.S.'26, Pa. State Col.; A.M.'40, Univ. of Del.; Supt. of Sch., Pompton Lakes, N. J., since 1950.

Gilliland, E. L., B.S. in Ed'34, Pa. State Tchrs. Col., Lock Haven; M.Ed.'37, Pa. State Col.; Supt. of Sch., Highland Park, N. J., since 1949.

Godshall, William Vernon, B.S.'34, M.S.'42, Pa. State Col.; D.Ed.'54, Pa. State Univ.; Supt. of Sch., Hanover Park Regional Sch., Florham Park, N. J., since 1954.

Gold, Lentz D., Diploma'25, Philadelphia Museum Sch. of Indus. Art; Dir. of Fine and Indus. Arts, Pub. Sch., Atlantic City, N. J., since 1947.

Gorab, Joseph A., B.S. in Ed.'33, Ed.M.'40, Rutgers Univ.; Supt. of Totowa Boro Sch., Paterson, N. J., since 1949.

Grant, William F., A.B.'20, Seton Hall Col.; M.A.'23, St. Peter's Col.; LL.B.'27, N. J. Law Sch.; Supt. of Sch., Harrison, N. J., since 1948.

Groezinger, Eric, A.B.'30, Westminster Col. (Pa.); M.A.'32, Univ. of Pa.; Dir., Bureau of Sch. Bldg. Serv., State Dept. of Educ., Trenton, N. J., since 1954.

Grover, Elbridge C., B.S.'15, Harvard Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Ph.D.'25, N. Y. Univ.; Supt. of Sch., Fair Lawn, N. J., since 1948.

Gumaer, Harry Theron, A.B.'37, A.M.'47, N. Y. State Col. for Tchrs., Albany; Prin. of Thomas Jefferson Jr. H. S., Fair Lawn, N. J., since 1953.

Haas, Charles A., B.S. in Ed.'32, N. J. State Tchrs. Col., Trenton; M.Ed.'34, Rutgers Univ.; Asst. Dir., Middlesex Co. Voc. and Tech. H. S., New Brunswick, N. J., since 1946.

Hacker, Ralph E., Sch. Archt., Hacker & Hacker, 854 River Rd., New Milford, N. J.

Halsey, (Mrs.) Virginia A., Diploma'23, Phoenix Bus. Col. (Ariz.); Special Admin. Asst., Pub. Sch., Montclair, N. J., since 1946.

Halsey, Warren W., B.S.'17, M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Jonathan Dayton Regional H. S., Springfield, N. J., since 1937.

Hamilton, Charles Woods, B.C.S.'24, B.S. in Ed.'29, M.A.'32, N. Y. Univ.; Exec. Asst. to the Commr., and Dir., Div. of Admin., State Dept. of Educ., Trenton, N. J., 1948-54 (retired). Address: 849 Floral Ave., Elizabeth, N. J.

Harker, Hilman Hunsinger, B.A.'26, B.S. in Ed.'33, Rider Col.; M.Ed.'39, Rutgers Univ.; Supt. of Sch., Lakewood, N. J., since 1950.

Harney, Julia C., B.S.'18, A.M.'20, Ph.D.'31, New York Univ.; LL.D.'37, Col. of St. Elizabeth. Address: 302 Pavonia Ave., Jersey City, N. J.

*Hartman, Albert L., Prin., Edgemont and Watchung Schs., Montclair, N. J.

Harty, T. L., B.S.'35, New York Univ.; Supt. of Sch., Wallington, N. J., since 1939.

Hassard, Charles T., M.A.'27, Univ. of Pa.; Supt. of Twp. Sch., Union, N. J., since 1938.

Hehnly, Frank K., B.S.'34, Ed.M.'36, Ed.D. '41, Rutgers Univ.; Supt. of Clark Twp. Sch., Rahway, N. J., since 1935.

Helmbold, John S., B.S.'30, M.S.'39, Univ. of Pa.; Supt. of Sch., Pleasantville, N. J., since 1950.

Herbst, William, M.Ed.'47, Temple Univ.; Prin., Cinnaminson Twp. Sch., Riverton, N. J., since 1948.

Herge, Henry Curtis, B.S.'29, M.A.'31, Ed.D. '42, N. Y. Univ.; Dean, Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1953.

Hess, Arnold M., Secy., Bd. of Educ., Newark, N. J.

Heugh, William Charles, B.S. in Ec.30, M.S.'35, Univ. of Pa.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Prin. of Sch., Essex Fells, N. J., since 1953.

Hibbs, M. Gregg, Jr., Litt.B.'28, M.Ed.'35, Ed.D.'46, Rutgers Univ.; Supt. of Sch., Red Bank, N. J., since 1949.

Hiebert, Noble C., Ph.B.'36, Sterling Col.; M.S.'43, Emporia State Tchrs. Col.; Ed.D. '53, Tchrs. Col., Columbia Univ.; Supt. of Sch., Chatham, N. J., since 1953.

Hill, Harry Segner, A.B.'22, Wheaton Col. (Ill.); M.A.'27, Univ. of Pa.; Ed.D.'35, Rutgers Univ.; Supt. of Sch., Asbury Park, N. J., since 1944.

Hill, Helen B., B.S.'34, M.S. in Ed.'39, Rutgers Univ.; Viceprin. of H. S., Teaneck, N. J., since 1934.

Hill, Isabel, B.A.'25, M.A.'30, Univ. of Pa.; Prin., Jr. H. S. No. 4, Trenton, N. J., since 1952.

Hill, Walter Henry, B.S.'23, Gettysburg Col.; M.A.'31, Columbia Univ.; Supt. of Sch., Swedesboro, N. J., since 1923.

Hilleboe, Guy L., A.B.'20, Univ. of Minn.; A.M.'28, Ph.D.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rutherford, N. J., since 1938.

Hinchey, Clarence Edwin, A.B.'28, A.M.'35, Ed.D.'46, Univ. of Mich.; Supt. of Sch., Montclair, N. J., since 1951.

Hipp, Frederick L., B.S. in Ed.'33, Bowling Green State Univ.; M.S.'36, Ed.D.'39, Syracuse Univ.; Exec. Secy., N. J. Educ. Assn., Trenton, N. J., since 1946.

Hochstuhl, Frank J., Jr., Secy. and Bus. Mgr., Bd. of Educ., Bloomfield, N. J., since 1927.

Hodgins, George W., B.A.'31, M.A.'46, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Paramus, N. J., since 1950.

Hoffman, Harold F., Ed.M.'34, Ed.D.'50, Univ. of Buffalo; Supt. of Sch., Leonia, N. J., since 1947.

Holbert, William R., Ph.B.'14, Lafayette Col.; M.A.'25, Univ. of Pa.; Educ. Consultant, Osborne and Osborne, Architects, North Arlington, N. J., since 1953.

Hollinger, Ammon L., M.Ed.'53, Rutgers Univ.; Supvg. Prin. of Sch., West Long Branch, N. J., since 1952.

Hollinger, John R., Diploma'10, Pa. State Tchrs. Col., West Chester; Owner-Mgr., Madison Hotel, Atlantic City, N. J., since 1930.

Hollingsworth, Henry T., B.S.'18, Wash. Col.; M.A.'23, Columbia Univ.; LL.B.'28, N. J. Law Sch.; Ed.D., Tchrs. Col., Columbia Univ.; Supt. of Sch., Bloomfield, N. J., since 1942.

Hollobaugh, E. E., B.S.'23, M.Ed.'37, Pa. State Col.; Supt. of Sch., Franklin, N. J., since 1948.

Hottendorf, Otto, Member, Bd. of Educ., Hoboken, N. J.

Howe, Joseph William, A.B.'28, Juniata Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'50, Rutgers Univ.; Supt. of Sch., Burlington, N. J., since 1946.

Huber, Clyde M., A.B.'22, Pa. State Col.; A.M.'24, Ph.D.'26, Univ. of Ill.; Dean of Instr., N. J. State Tchrs. Col., Upper Montclair, N. J., since 1951.

Irwin, Forrest A., B.S.'15, Northwestern Univ.; A.M.'26, Columbia Univ.; Pres., N. J. State Tchrs. Col., Jersey City, N. J., since 1946.

Irwin, Leonard B., B.A.'26, N. Y. Univ.; M.A.'33, Ph.D.'39, Univ. of Pa.; Supt. of Sch., Haddon Heights, N. J., since 1954.

Jenkins, Albion Urban, B.S.'13, A.M.'16, Columbia Univ.; Asst. Supt. of Sch., Newark, N. J., since 1944.

Jenkins, Robert E., A.B.'32, Columbia Univ.; A.M.'38, Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ridgewood, N. J., since 1952.

Jochem, Charles M., B.S.'37, Trenton State Tchrs. Col. (N. J.); M.A.'40, Tchrs. Col., Columbia Univ.; Supt. of N. J. State Sch. for the Deaf, West Trenton, N. J., since 1939.

Jochen, Albert E., Litt.B.'29, M.Ed.'32, Ed.D.'47, Rutgers Univ.; Dir., Co. Voc. and Tech. H. S., New Brunswick, N. J., since 1946.

Johnson, Arthur L., Union Co. Supt. of Sch., Elizabeth, N. J., since 1914.

Johnson, Burt P., B.A.'30, Univ. of N. C.; M.A.'39, Columbia Univ.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Tenafly, N. J., since 1951.

Jones, Paul R., B.S.'28, Pa. State Tchrs. Col., Mansfield; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Moorestown, N. J., since 1946.

Judd, Arthur M., B.S. in Ed.'40, Rutgers Univ.; Supt., Parsons-North Brunswick Twp. Sch., New Brunswick, N. J., since 1927.

Kelly, (Mrs.) May, Secy., Elem. Div., and Vicepres., Advisers Assn., Columbia Scholastic Press Assn. Address: 9 N. Yarmouth Ave., Longport, Atlantic City, N. J.

Kennelly, Edward F., A.B.'25, Col. of the Holy Cross; LL.B.'29, Fordham Univ.; A.M.'38, Seton Hall Univ.; Ed.D.'43, N. Y. Univ.; Supt. of Sch., Newark, N. J., since 1953.

Kent, Ronald W., A.B.'13, Ind. Univ.; Ph.D. '31, N. Y. Univ.; Dir., Essex Co. Voc. Sch., Newark, N. J., 1944-53 (retired).

Kentopp, Henry Eugene, B.A.'21, Midland Col.; M.A.'30, Univ. of Wis.; D.Ed.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., East Orange, N. J., since 1936.

Kershner, T. Franklin, B.S. in Ed.'43, N. J. State Tchrs. Col., Trenton; M.Ed.'44, Temple Univ.; Supt, of Sch., Clayton, N. J., since 1948.

Kimple, James A., B.A.'40, Parsons Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Fair Lawn, N. J., since 1952.

King, Charles T., B.S.'32, Pa. State Tchrs. Col., West Chester; Ed.M.'44, Temple Univ.; Admin. Asst. to the Supt. of Sch., Millburn, N. J., since 1951.

Knight, Edward R., B.A.'40, LL.B.'41, Univ. of Wis.; M.A.'42, Ph.D.'43, New York Univ.; Headmaster, Oxford Acad., Pleasantville, N. J., since 1947.

Knight, Russell, B.S. in Ed.'32, M.Ed.'35, Rutgers Univ.; Supt. of Delaware Twp. Sch., Erlton, N. J., since 1934.

Kraus, Edwin W., B.S.'44, N. J. State Tchrs. Col., Glassboro; M.E.'47, Rutgers Univ.; Supt., Harding Sch., Kenilworth, N. J., since 1944.

Kreps, Melvin H., B.S. in Ed.'30, Pa. State Tchrs. Col., Shippensburg; Ed.M.'36, Temple Univ.; Supt. of East Windsor Pub. Sch., Hightstown, N. J., since 1950.

Krom, Edward F., B.S.'31, Rutgers Univ.; M.A.'34, Tchs. Col., Columbia Univ.; Supt. of Sch., Carlstadt, N. J., since 1932.

Kuhn, Ralph E., B.S.'42, N. J. State Tchrs. Col., Glassboro; Ed.M.'48, Temple Univ.; Supt. of Sch., Delanco, N. J., since 1950.

Kuntzelman, Harvey A., B.S.'25, Wesleyan Univ.; M.Ed.'39, Rutgers Univ.; Supt. of Sch., Dover, N. J., since 1944.

Lautenschlager, Charles, B.S. in Ed.'36, N. J. State Tchrs. Col., Newark; M.Ed. '50, Rutgers Univ.; Asst. Dir. of Indus. Educ., Jersey City, N. J., since 1950.

LaVigne, Bernard E., B.S.'29, New York Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Montclair, N. J., since 1946.

Lawrence, Edgar P., A.B.'20, Dickinson Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Supvr. of Instr., Augusta St. Sch., Irvington, N. J., since 1952.

Leeds, Albert M., B.S. in Ed.'32, M.S. in Ed.'34, Rutgers Univ.; Supt. of Sch., Franklinville, N. J., since 1929.

Leonard, Mary A., M.A.'40, N. Y. Univ.; Asst. Dir. of Instr. in chg. of Elem. Educ., Elizabeth, N. J., since 1944.

Libby, Herschel Scott, B.Ped.'16, Univ. of Maine; M.A.'32, Ed.D.'49, New York Univ.; Supt. of Sch., Irvington, N. J., since 1934.

Liebeknecht, William H., A.B.'47, Gettysburg Col.; M.A.'51, N. Y. Univ.; Asst. to the Prin., H. S., Tenafly, N. J., since 1953.

Light, Bertram M., B.S.'20, Ursinus Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Frenchtown, N. J., since 1933.

Lipsy, Jack Howard, B.S.'39, N. J. State Tchrs. Col., Paterson; A.M.'51, N. J. State Tchrs. Col., Upper Montclair; Supt. of Monroe Twp. Schs., Jamesburg, N. J., since 1954.

Lobosco, Michael Louis, B.S.Ed.'40, N. J. State Tchrs. Col., Paterson; M.A.'47, N. J. State Tchrs. Col., Upper Montclair; Supvg. Prin. of Sch., Kinnelon, N. J., since 1953.

Longacre, Charles James, B.A.'33, Washington and Lee Univ.; M.A.'41, N. Y. Univ.; Prin. of John Marshall Sch., Elizabeth, N. J., since 1951.

Loser, Paul, Ph.B.'13, Litt.D.'41, Muhlenberg Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Trenton, N. J., since 1932.

Lott, Leigh M., B.A.'26, Wesleyan Univ.; M.A.'32, Univ. of Pa.; Ph.D.'46, Univ. of Vienna; Supt. of Sch., Hackettstown, N. J., since 1946.

Lutz, Leon C., A.B.'22, Univ. of Pa.; Supt. of Sch., Glassboro, N. J., since 1950.

Lynch, James M., Ph.D.'38, N. Y. Univ.; Supt. of Franklin Twp. Sch., Middlebush, N. J., since 1947.

McCarthy, John A., B.S.Ed.'37, Rutgers Univ.; Asst. Commr. of Educ. in chg. of Voc. Educ., State Dept. of Educ., Trenton, N. J., since 1938.

McClain, Warren J., A.B.'31, M.A.'39, Bucknell Univ.; Supt. of Sch., Woodbury, N. J., since 1944.

McClellan, George B., A.B.'34, Pa. State Col.; M.Ed.'41, Temple Univ.; Ph.D.'52, Columbia Univ.; Supt. of Sch., Ridgefield, N. J., since 1948.

McDavit, Herbert W., B.S.'37, N. J. State Tchrs. Col., Trenton; M.A.'41, Rutgers Univ.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Asst. Supt. of South Orange and Maplewood Sch., Maplewood, N. J., since 1952.

McDermith, Clark Wright, A.B.'29, Ill. Col.; A.M.'34, Univ. of Ill.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., Passaic, N. J., since 1946.

McFeely, Thomas F., B.S.'34, Villanova Col.; LL.B.'43, John Marshall Law Col.; M.A.'44, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hoboken, N. J., since 1944.

McGreal, Michael R., B.S.'16, Univ. of N. H.; M.A.'29, New York Univ.; Asst. Supt. in charge of Sec. Sch., Bd. of Educ., Newark, N. J., since 1945.

McHugh, Thomas F., A.M.'34, New York Univ.; Asst. Supt. of Sch., Newark, N. J., since 1944.

McLean, David S., B.S.'31, M.A.'33, Columbia Univ.; Supt. of Sch., Madison, N. J., since 1953.

McMackin, Frank J., B.S.'12, M.A.'13, Ph.D.'16, Columbia Univ.; Pres., Jersey City Jr. Col., Jersey City, N. J., since 1946.

McNeil, James A., A.B.'38, N. Mex. Highlands Univ.; M.A.'50, Tchrs. Col., Columbia Univ.; Supt. of Pascack Valley Regional H. S., Hillsdale, N. J., since 1954.

Maloney, David C., Prin. of Sch., Fair Haven, N. J.

Marsh, H. Ashton, B.S. in Ed.'41, Rutgers Univ.; Supvg. Prin. of Sch., Absecon, N. J., since 1926.

Marvin, William B., Litt.B.'18, Princeton Univ.; Supt. of Sch., Cape May, N. J.

Mason, William H., Jr., B.S.'34, M.A.'36, Tchrs. Col., Columbia Univ.; Morris Co. Supt. of Sch., Morristown, N. J., since 1941.

Matthews, Willard B., B.S. in Ed.'31, Pa. State Tchrs. Col., West Chester; M.S. in Ed.'41, Univ. of Pa.; Co. Supt. of Sch., Cape May, N. J., since 1945.

Matzner, G. C., B.A.'37, Augustana Col.; M.A.'40, Univ. of S. Dak.; Ph.D.'51, Cornell Univ.; Asst. Prof. of Educ., Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1951.

Medes, E. Harold, B.S.'23, Tchrs. Col., Columbia Univ.; LL.B.'38, John Marshall Col. of Law; Supt. of Sch., Fairview, N. J., since 1946.

Meinert, Herbert S., Supt. of Sch., Atlantic Highlands, N. J.

Mellinger, C. Henry, M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Borough Sch., Morris Plains, N. J., since 1953.

Merity, Howard E., A.B.'26, Seton Hall Col.; M.A.'32, Ed.D.'36, New York Univ.; Supt. of Sch., Bayonne, N. J., since 1941.

Merritt, Harold I., B.S. in C.E.'24, Cooper Union; B.S. in Genl. Ed.'29, M.A. in Ed. Adm.'34, Columbia Univ.; Supt. of Haddon Sch., Westmont, N. J., since 1938.

Mertching, (Mrs.) R. A., B.S. in Ed.'34, New York Univ.; Supt. of Sch., Oradell, N. J., since 1945.

Miers, Harold W., B.S. in Ed.'47, Ed.M.'49, Rutgers Univ.; Admin. Asst. to the Supt., North Brunswick Twp. Sch., New Brunswick, N. J., since 1950.

Miller, Charles E., Secy., Bd. of Educ., Lakewood, N. J., since 1938.

Miller, W. A., Jr., A.B.'36, Susquehanna Univ.; M.S.'42, Bucknell Univ.; Supt. of Sch., Dunellen, N. J., since 1949.

Milligan, John Padgett, A.B.'26, Dickinson Col.; Ed.M.'32, Ed.D.'37, Rutgers Univ.; Asst. State Commr. of Educ., Div. Against Discrimination, Newark, N. J., since 1953.

Mitchell, Donald P., B.S. in Ed.'40, Mass. State Tchrs. Col., Hyannis; Ed.M.'47, Ed.D.'53, Harvard Univ.; Dir., Div. of Field Serv. and Research, and Assoc. Prof. of Educ., Rutgers Univ., New Brunswick, N. J., since 1954.

Mongon, John E., B.A.'31, M.A.'40, Seton Hall Col.; Burlington Co. Supt. of Sch., Mt. Holly, N. J.

Moore, John E., M.A.'35, New York Univ.; Dir. of Educ., State Home for Boys, Jamesburg, N. J., since 1948.

Morehead, Allan, A.B.'34, A.M.'41, N. J. State Tchrs. Col., Upper Montclair; Asst. Prof. of Educ., N. J. State Tchrs. Col., Upper Montclair, N. J.

Moreland, Jerre F., A.B.'25, Univ. of Colo.; M.A.'30, Colo. State Col. of Educ.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., Florence, N. J., since 1940.

Morgan, Clarence B., B.S.'42, N. J. State Tchrs. Col., Glassboro; M.E.'48, Temple Univ.; Supt. of Monroe Twp. Sch., Williamstown, N. J., since 1953.

Morgan, Kathryn Reese, B.A.'35, Beaver Col.; Prin., Atlantic City Friends Sch., Atlantic City, N. J., since 1941.

Morgenroth, George W., B.S. in M.E.'28, Cooper Union; B.S. in Ed.'45, Rutgers Univ.; M.A. in Ed.'46, N. Y. Univ.; Dir., Essex Co. Voc. Sch., Newark, N. J., since 1953.

Morris, Howard, Jr., B.S.'39, N. J. State Tchrs. Col., Trenton; M.Ed.'47, Temple Univ.; Salem Co. Supt. of Sch., Salem, N. J., since 1954.

Morrison, Howard D., B.S.'26, Columbia Univ.; M.S.'33, Univ. of Pa.; Supt., Hamilton Twp. Sch., Trenton, N. J., since 1939.

Morrison, Robert H., B.A.'23, Mich. State Normal Col.; M.A.'26, Colo. State Col. of Educ.; Ph.D.'33, Tchrs. Col., Columbia Univ.; Asst. Commr. of Educ. and Head, Div. of Higher Educ., State Dept. of Pub. Instr., Trenton, N. J., since 1945.

Moshier, Stephen W., B.S.'32, M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hawthorne, N. J., since 1939.

Moulton, Onsville Joshua, B.A.'14, Bates Col.; Ed.M.'32, Harvard Univ.; Ed.D.'37, New York Univ. Address: Old Corlies Ave., Neptune, N. J.

Muschell, Charles S., B.S.'29, M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'50, New York Univ.; Supt. of Consol. Sch., Westwood, N. J., since 1946.

Neill, J. Donald, A.B.'31, M.A.'36, W. Va. Univ.; Dir. of Pre-Professional Tr., Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1953.

Neulen, Leon N., A.B.'16, St. Olaf Col.; M.A.'22, Ph.D.'31, Columbia Univ.; Ped.D.'37, Temple Univ.; Supt. of Sch., Camden, N. J., since 1931.

Neulen, Lester N., B.A.'16, St. Olaf Col.; M.A.'23, Ph.D.'28, Columbia Univ.; Supt. of Twp. Sch., Teaneck, N. J., since 1928.

Newswanger, B. F., B.S.'29, New York Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Springfield, N. J., since 1948.

Nicklas, Victor C., B.A.'17, Univ. of Pittsburgh; M.A.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Woodbridge, N. J., since 1933.

Ober, (Mrs.) Grace G., A.B.'28, Antioch Col.; M.A.'34, Univ. of Pa.; Dir. of Educ., State Colony at New Lisbon, New Lisbon, N. J., since 1951.

Oberholser, Robert M., Ph.B.'12, Franklin and Marshall Col.; A.M.'24, Univ. of Pa.; Supt. of Sch., Bordentown, N. J., since 1919.

O'Brien, Richard J., B.A.'32, Seton Hall Col.; M.A.'36, Fordham Univ.; D.Ed.'45, N. Y. Univ.; Assoc. Supt. of Sch., Jersey City, N. J., since 1949.

O'Connor, Paul D., B.S.'24, Niagara Univ.; M.A.'41, New York Univ.: Supt. of Sch., Allendale, N. J., since 1941.

Olson, Edwin C., Ph.B.'19, Yale Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Lyndhurst, N. J., since 1950.

Osborn, George H., Jr., B.A.'32, Maryville Col.; M.A.'35, N. J. State Tchrs. Col., Upper Montclair; Supt. of Hopewell Twp. Sch., Pennington, N. J., since 1952.

O'Shea, Vincent J., B.A.'25, Fordham Univ.; Ed.M.'33, Rutgers Univ.; Asst. Supt. of Sch., Jersey City, N. J., since 1946.

Parker, Albert C., M.A.'27, Columbia Univ.; Supt. of Sch., Union City, N. J.

Parker, Robert C. B., B.S.'30, M.A.'35, Rutgers Univ.; Educ. Consultant, 84 Greenwood Ave., Madison, N. J., since 1953.

Parks, Leonard Radcliffe, B.S. in Ed.'32, Rutgers Univ.; M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cedar Grove, N. J., since 1937.

Parliment, Clifford W., A.B.'31, Ed.M.'33, Rutgers Univ.; Supt. of Sch., Phillipsburg, N. J., since 1953.

Partridge, Ernest DeAlton, B.S.'30, Brigham Young Univ.; Ph.D.'34, Tchrs. Col., Columbia Univ.; Pres., N. J. State Tchrs. Col., Upper Montclair, N. J., since 1951.

Pate, Wylie G., B.S.'21, Washington and Jefferson Col.; M.A.'26, Univ. of Pa.; Ed.D.'36, Rutgers Univ.; Supt. of Middletown Twp. Sch., Leonardo, N. J., since 1938.

Peters, Mary V., B.S.'39, N. J. State Tchrs. Col., Glassboro; Supt. of Sch., Ventnor, N. J., since 1937.

Phifer, Howard Middleton, B.S.'43, N. J. State Tchrs. Col., Glassboro; M.Ed.'51, Temple Univ.; Supt. of Greenwich Twp. Sch., Gibbstown, N. J., since 1953.

Pierce, Charles B., A.B.'32, Franklin and Marshall Col.; M.A.'37, Ph.D.'42, Univ. of Pittsburgh; Supt. of Sch., Ocean City, N. J., since 1950.

Pohlman, Lauren V., Archt., Elizabeth, N. J.

Poinsett, Gordon G., B.S.'38, N. J. State Tchrs. Col., Trenton; Ed.M.'47, Rutgers Univ.; Supt. of Twp. Sch., Oxford, N. J., since 1952.

Pollack, Richard S., B.S.'31, Mass. Inst. of Tech.; M.Ed.'40, D.Ed.'42, Temple Univ.; Supt. of Sch., Sayreville, N. J., since 1945.

Powers, Pliny H., B.S.'15, Wilmington Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ed.D.'41, N. Y. Univ.; Deputy Chief Scout Executive, Boy Scouts of America, New Brunswick, N. J., since 1945.

Pratt, Harry H., B.S.'22, Rutgers Univ.; M.Ed.'34, Temple Univ.; Supt. of Twp. Sch., Lawrenceville, N. J., since 1950.

Preston, Everett C., B.S.'21, Mass. State Col.; M.Ed.'26, Harvard Univ.; Ph.D.'36, Tchrs. Col., Columbia Univ.; Dir., Div. of Adult Educ., State Dept. of Educ., Trenton, N. J., since 1944.

Priestley, Ehud, Ph.D.'42, N. Y. Univ.; Prin., Jr. H. S., Nutley, N. J., since 1954.

Purcell, Earl E., A.B.'18, Lafayette Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Bogota, N. J., since 1944.

Quin, Edwin S., B.S.'31, Fordham Univ.; M.A.'40, Columbia Univ.; Supt. of Sch., Carteret, N. J., since 1948.

*Race, Stuart R., A.B.'11, Lafayette Col.; A.M.'27, N. Y. Univ.; Supt. of Sch., Newton, N. J., 1941-54 (retired). Address: R. F. D., Lafayette, N. J.

Ragg, H. Joseph, B.Ed.'36, M.Ed.'43, Rutgers Univ.; Supt. of West Milford Twp. Sch., Newfoundland, N. J., since 1948.

Ramsay, Alfred C., Master's'27, N. Y. State Tchrs. Col.; Supt. of Sch., Glen Ridge, N. J., since 1953.

Ramsay, William W., B.S.'42, N. J. State Tchrs. Col., Jersey City; M.A.'48, N. Y. Univ.; Supt. of Sch., Eatontown, N. J., since 1954.

Raubinger, Frederick M., B.S.'30, Southwest Mo. State Tchrs. Col.; M.A.'40, Ed.D.'47, Tchrs. Col., Columbia Univ.; State Commr. of Educ., State Dept. of Educ., Trenton, N. J., since 1952.

Rear, Leslie V., B.S. in Ed.'42, N. J. State Tchrs. Col., Paterson; M.Ed.'48, Rutgers Univ.; Supt. of Hanover Twp. Sch., Whippany, N. J., since 1953.

Reed, Roberts V. S., B.Ed.'26, R. I. Col. of Educ.; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Summit, N. J., since 1947.

Reeve, Howard, B.S.'37, M.A.'41, New York Univ.; Supt. of Sch., Little Falls, N. J., 1937-54 (retired).

Reilly, Joseph G., M.Ed.'51, Rutgers Univ.; Prin. of Fairmount Sch., Hackensack, N. J., since 1950.

Reynolds, James E., A.B.'15, Litt.D.'47, St. Peter's Col.; Supt. of Sch., Jersey City, N. J., since 1947.

Reynolds, Lambert H., A.B.'32, Syracuse Univ.; Ed.M.'48, Rutgers Univ.; Supt. of Pub. Sch., Maple Shade, N. J., since 1950.

Reynolds, William W., A.B.'24, M.A.'29, Lafayette Col.; Supt. of Sch., Haddonfield, N. J., since 1944.

Rice, Harry M., A.B.'26, Pd.D.'48, Susquehanna Univ.; M.A.'31, Columbia Univ.; Prin., Sr. H. S., Bloomfield, N. J., since 1941.

Rickards, Edward S., B.S.'35, Univ. of N. C.; M.A.'42, Columbia Univ.; Supt. of Sch., Milltown, N. J., since 1949.

Ricketts, (Mrs.) Ella S., B.S.'30, M.A.'35, N. Y. Univ.; Supt. of Sch., Belmar, N. J., 1936-54 (retired). Address: 842 Arnold Ave., Point Pleasant, N. J.

Ritchie, Harold L., M.A.'50, N. J. State Tchrs. Col., Upper Montclair; Prin. of Peapack and Gladstone Schs., Gladstone, N. J., since 1953.

Roberts, Allen W., B.S. in Ed.'37, N. J. State Tchrs. Col., Newark; M.Ed.'41, Rutgers Univ.; Supt. of Sch., New Providence, N. J., since 1937.

Robinson, Richard R., B.A.'31, Lehigh Univ.; M.Ed.'34, D.Ed.'48, Rutgers Univ.; Asst. to the Supt. of Sch., Trenton, N. J., since 1952.

Robinson, Thomas E., B.A.'26, Lehigh Univ.; M.A.'31, Univ. of Pa.; D.Ed.'40, Rutgers Univ.; Pres., N. J. State Tchrs. Col., Glassboro, N. J., since 1952.

Rodgers, J. Harvey, A.B.'20, Franklin and Marshall Col.; Ed.M.'21, Harvard Univ.; Gloucester Co. Supt. of Sch., Woodbury, N. J., since 1933.

Rowland, Maurice William, B.A.'29, Univ. of Denver; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Brunswick, N. J., since 1949.

Rozema, John R., Supt. of Sch., Garfield, N. J.

Ruggieri, Joseph M., M.E.'36, Rutgers Univ.; Supt. of Raritan Twp. Sch., Fords, N. J., since 1947.

Sandilos, James C., B.S. in Ed.'49, M.Ed.'50, Temple Univ.; Supt. of West Windsor Twp. Sch., Dutch Neck, N. J., since 1953.

Saseen, Alfred, B.A.'21, M.A.'54, Syracuse Univ.; Supt. of Sch., Atlantic City, N. J., since 1954.

Saunders, Carleton M., Ph. B.'29, Yale Univ.; M.A.'38, Ed.D.'40, Tchrs. Col., Columbia Univ.; Supt. of Bridgewater Twp. Sch., Raritan, N. J., since 1942.

Schmerber, Louis J., B.S.'27, New York Univ.; M.A.'45, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Paterson, N. J., since 1944.

Schneider, Edward T., B.S.'33, M.A.'36, Ed.D.'44, New York Univ.; Supt., Regional H. S., Dist. 1, Little Falls, N. J., since 1946.

Schoenly, G. Austin, Supt. of Sch., Spotswood, N. J., since 1937.

Schotland, Joseph H., B.S.'16, Cooper Union; C.E.'17, Brooklyn Polytech. Inst.; A.M.'18, Columbia Univ.; Ph.D.'37, N. Y. Univ.; Asst. Supt. of Sch., Newark, N. J., since 1944.

Schreiber, Ernest, B.S. in Ed.'36, Pa. State Tchrs. Col., Millersville; M.Ed.'39, Pa. State Col.; Supt. of Sch., Audubon, N. J., since 1949.

Schultz, Joseph L., A.B.'24, George Washington Univ.; M.A.'28, Ph.D.'38, Univ. of Pa.; Supt. of Sch., Millville, N. J., since 1945.

Scott, Dorothea A., B.S. in Ed.'32, Tchrs. Col., Columbia Univ.; Prin., Midland Sch. 1, Rochelle Park, N. J., since 1922.

Seaton, J. Kirk, A.B.'29, Mich. State Normal Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'48, Columbia Univ.; Dir., Div. of Guidance and Special Serv., Elizabeth, N. J., since 1948.

Selzer, Charles A., Ed.D.'29, Harvard Univ.; Supt. of Sch., Dumont, N. J., since 1936.

Shaheen, T. A., A.B.'38, M.Ed.'49, Boston Univ.; Supt. of Sch., East Paterson, N. J., since 1953.

Shambaugh, John B., B.S.'19, Franklin and Marshall Col.; Supt. of Twp. Sch., Succasunna, N. J., since 1920.

Shershin, William F., B.S.'40, Ed.M.'41, Rutgers Univ.; Supt. of Sch., Clifton, N. J., since 1950.

Shoff, Robert C., B.S. in Ed.'37, Pa. State Tchrs. Col., Millersville; M.Ed.'42, Pa. State Col.; Supt. of Twp. Sch., Riverside, N. J., since 1949.

Shue, J. Harvey, B.S.'27, Franklin and Marshall Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Livingston, N. J., since 1950.

*Shugart, Lehman C., A.B.'27, Ind. Univ.; M.S.'31, Lehigh Univ.; Asst. Supt. of Sch., Elizabeth, N. J., since 1949.

Singley, G. Clifford, D. Ed.'43, Univ. of Pittsburgh; Supt. of Hunterdon Co. Sch., Flemington, N. J., since 1954.

Skean, A. H., B.S.'14, Muhlenberg Col.; Mgr., The Convention Bureau, 16 Central Pier, Atlantic City, N. J.

Skogsberg, Alfred H., B.A.'27, Westmar Col.; M.A.'35, New York Univ.; Ed.D. '48, Columbia Univ.; Prin., Jr. H. S., Bloomfield, N. J., since 1942.

Slocum, Clyde W., M.A.'33, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Toms River, N. J., since 1950.

Smith, Donald P., M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Parsippany-Troy Hills Twp. Sch., Parsippany, N. J., since 1943.

Smith, Donald R., B.S. in Ed.'43, N. J. State Tchrs. Col., Trenton; M.Ed.'51, Rutgers Univ.; Tchr., Monroe Twp. Sch., Jamesburg, N. J., since 1951.

Smith, Frank J., B.S.'34, Ed.M.'39, Rutgers Univ.; Supvg. Prin. of East Hanover Twp. Sch., Hanover, N. J., since 1928.

Smith, H. Edmond, B.S.'32, Pa. State Tchrs. Col., Bloomsburg; M.S.'38, Temple Univ.; Supt. of Boro Sch., Palmyra, N. J., since 1952.

Smith, Hubert H., A.B.'15, Wabash Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hammonton, N. J., since 1926.

Smith, LeRoy, Dir. of Health Educ. and Physically Handicapped Children, Pub. Sch., Trenton, N. J., since 1947.

Smith, Sampson G., B.S.'25, Ind. State Tchrs. Col., Terre Haute; M.A.'37, Ed.D. '50, Tchrs. Col., Columbia Univ.; Somerset Co. Supt. of Sch., Somerville, N. J., since 1945.

Smith, Sarah Katherine, B.S.'43, M.A.'45, Seton Hall Univ.; Elem. Sch. Prin., P. S. 9, Jersey City, N. J., since 1954.

Smith, William M., A.B.'12, Dickinson Col.; Coordinator, N. J. CPEA, Trenton, N. J., since 1952.

Snyder, H. Jacob, B.S.Ed.'49, Pa. State Tchrs. Col., East Stroudsburg; Supvr., Twp. Sch., Bedminster, N. J., since 1951.

Sperling, William R., B.S.'30, M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cliffside Park, N. J., since 1952.

Spragg, Charles L., B.S.'32, Pa. State Tchrs. Col., West Chester; Ed.M.'40, Rutgers Univ.; Supt. of Sch., Egg Harbor City, N. J., since 1949.

Spurr, Ethel M., B.A.'19, Radcliffe Col.; M.A.'24, Columbia Univ.; Prin., The Kimberley Sch., Montclair, N. J., since 1950.

Stager, Christian, Jr., Genl. Elem. Diploma '34, Paterson State Tchrs. Col.; B.S. in Ed.'47, Newark State Tchrs. Col.; M.E. '51, Rutgers Univ.; Supt. of Sch., Sparta, N. J., since 1948.

Stearns, Harry Lee, A.B.'22, Dickinson Col.; M.A.'29, Univ. of Pittsburgh; Ph.D.'36, New York Univ.; Supt. of Sch., Englewood, N. J., since 1944.

Steinhauer, Milton H., B.S.'26, Muhlenberg Col.; M.A.'31, Ph.D.'37, Univ. of Pa.; Prof. of Educ. and Coordinator, Dept. of Pub. Sch. Admin., Rutgers Univ., New Brunswick, N. J., since 1951.

Stover, Frank B., B.A.'31, M.A.'32, Wesleyan Univ.; Exec. Asst. to the Commr., State Dept. of Educ., Trenton, N. J., since 1954.

Stover, William R., B.S. in Ed.'37, Ed.M. '40, Temple Univ.; Supt. of Sch., Pennsauken, N. J., since 1947.

Stratton, Mason A., B.S. in Ed.'28, New York Univ.; Ed.M.'46, Temple Univ.; Atlantic Co. Supt. of Sch., Mays Landing, N. J., since 1946.

Straub, J. Harold, B.S. in Ed.'32, M.A.'33, Ed.D.'36, N. Y. Univ.; Passaic Co. Supt. of Sch., Paterson, N. J., since 1949.

*Strayer, George D., A.B.'03, Johns Hopkins Univ.; Ph.D.'05, Columbia Univ.; LL.D.'25, Col. of William and Mary; Litt.D.'29, Columbia Univ.; LL.D.'30, Bucknell Univ.; LL.D.'49, Univ. of Calif.; Pres., Natl. Educ. Assn., 1918-19; Chmn., Commn. on the Emergency in Educ., of the Dept. of Superintendence and the Natl. Educ. Assn., 1918-23; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus, Tchrs. Col., Columbia Univ., New York, N. Y., since 1943. Address: 28 Wiggins St., Princeton, N. J.

Stumpf, Phillip Q., A.B.'21, Franklin and Marshall Col.; M.S.'47, Temple Univ.; Supt. of Sch., Paulsboro, N. J., since 1951.

Sullivan, Richard Howard, A.B.'39, Harvard Col.; A.M.'40, Harvard Univ.; Exec. Vice pres. and Treas., Educ. Testing Service, Princeton, N. J.

Sutton, Helen P., B.S.'36, M.A.'39, N. Y. Univ.; Prin., No. 5 Sch., Jersey City, N. J., since 1953.

Swaim, Laura Grey, Ed.M.'38, Temple Univ.; Supt. of Sch., Maple Shade, N. J., 1922-50 (retired).

Taylor, Charles H., B.S. in Ed.'38, N. J. State Tchrs. Col., Paterson; M.E. Adm. and Sup.'40, Rutgers Univ.; Supt. of Sch., Midland Park, N. J., since 1948.

Thomas, Evan H., A.B.'29, Lafayette Col.; M.Ed.'35, Rutgers Univ.; Supt. of Sch., Belleville, N. J., since 1951.

Thompson, James B., B.S.'12, Colby Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ft. Lee, N. J., since 1933.

Threlkeld, Curtis H., B.S.'21, Northeast Mo. State Tchrs. Col.; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of South Orange and Maplewood Sch., Maplewood, N. J., since 1943.

Tink, Edmund L., B.A.'23, Lawrence Col.; M.A.'27, Ph.D.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kearny, N. J., since 1932.

Titus, Franklyn, M.A.'38, N. J. State Tchrs. Col., Upper Montclair; Asst. Supt. of Sch., Newark, N. J., since 1953.

Tomlinson, Allan, B.S. in Ed.'35, Pa. State Tchrs. Col., Shippensburg; M.Ed.'39, Temple Univ.; Supt. of Penns Grove-Upper Penns Neck Sch. Dist., Penns Grove, N. J., since 1949.

Trowbridge, John E., B.S. in Ed.'30, Pa. State Tchrs. Col., Mansfield; Ed.M.'34, Rutgers Univ.; Prin. of Cranbury Sch., Cranbury, N. J., since 1947.

Tustin, James F., A.B.'22, Dickinson Col.; A.M.'27, Tchrs. Col., Columbia Univ.; LL.B.'32, N. J. Law Sch.; Supt. of Sch., South Amboy, N. J., since 1940.

Twichell, Jack B., B.S.'32, M.A.'34, Tchrs. Col., Columbia Univ.; Mercer Co. Supt. of Sch., Trenton, N. J., since 1952.

Twichell, William Seymour, B.S.'31, M.A. '34, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt., Essex Co. Sch., Newark, N. J., since 1954.

Van Nuys, Jay C., Archt., 205 W. Main St., Somerville, N. J., since 1938.

Wadas, Charles J., B.S.'30, Pa. State Tchrs. Col., Bloomsburg; M.Ed.'49, Rutgers Univ.; Supt. of Sch., Mountainside, N. J., since 1936.

Wagenhurst, Paul H., Diploma '21, Keystone State Normal Col. (Pa); B.S.'27, Franklin and Marshall Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Sussex, N. J., since 1953.

Walton, L. Arthur, B.S.'20, Ursinus Col.; A.M.'24, Univ. of Pa.; Supt. of Sch., Pitman, N. J., since 1941.

Walton, Wesley Wills, B.S.'39, N. J. State Tchrs. Col., Glassboro; Ed.M.'49, Ed.D. '53, Duke Univ.; Dir., Sponsored Scholarship Serv., Educ. Testing Serv., Princeton, N. J., since 1953.

Warwick, Raymond, B.S.'32, M.S.'38, Rutgers Univ.; Prin. of Bradley Park Sch., Neptune, N. J., since 1932.

West, Roscoe L., A.B.'14, Ed.M.'23, Harvard Univ.; Pres., N. J. State Tchrs. Col., Trenton, N. J., since 1930.

West, William H., B.Acctg.'31, B.Ed. in Commerce '32, Rider Col.; M.Ed.'37, Rutgers Univ.; Supt. of Sch., Belvidere, N. J., since 1945.

Westby, Cleve O., A.B.'20, M.A.'36, Mont. State Univ.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Coordinator, State Tchrs. Col. Construction Program, State Dept. of Educ., Trenton, N. J., since 1953.

Whilden, Charles Steelman, B.S. in Ed.'39, N. J. State Tchrs. Col., Glassboro; M.E. '43, Temple Univ.; Supt. of Sch., Upper Freehold Twp., Allentown, N. J., since 1952.

Wightman, Clair S., A.B.'20, Syracuse Univ.; M.A.'24, Columbia Univ.; Ph.D. '34, N. Y. Univ.; Pres., N. J. State Tchrs. Col., Paterson, N. J., since 1937.

Wilkins, Eugene G, A.B.'26, North Texas State Col.; M.A.'29, Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., N. J. State Tchrs. Col., Newark, N. J., since 1950.

Willey, Edith W., B.S. in Ed.'33, Rutgers Univ.; Supt. of Sch., Westville, N. J., since 1925.

Williams, Elmer H., B.S.'35, N. J. State Tchrs. Col., Newark; M.A.'45, Columbia Univ.; Dist. Prin. of Twp. Sch., Caldwell, N. J., since 1944.

Williams, George B., Secy., Bd. of Educ., Glen Ridge, N. J.

Williams, William Wendell, Ph.D.'50, Ohio State Univ.; Prin., Memorial H. S., Millville, N. J., since 1954.

Wilson, Walter E., B.S.'37, N. J. State Tchrs. Col., Newark; M.S.'42, Rutgers Univ.; Supt. of Sch., Metuchen, N. J., since 1954.

Wilt, Ralph W., M.A.'47, Tchrs. Col., Columbia Univ.; Elem. Sch. Prin., Parssippany, N. J., since 1953.

Winans, Seymour Gladstone, B.S.'30, M.S. '31, Rutgers Univ.; Asst. Coordinator, Middle Atlantic Region CPEA, Trenton, N. J., since 1953.

Winchell, Lawrence Romie, B.S.'25, City Col. of the City of N. Y.; M.A.'29, Tchrs. Col., Columbia Univ.; D.Ed.'37, Rutgers Univ.; Cumberland Co. Supt. of Sch., Bridgeton, N. J., since 1942.

Wolbach, Charles A., A.B.'18, Lehigh Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'34, New York Univ.; Supt. of Sch., Rumson, N. J., since 1934.

Wood, John A., 3rd, B.S.'15, Princeton Univ.; Secy., Tchrs. Pension and Annuity Fund, Trenton, N. J., since 1925.

Woodbury, Kenneth Foster, B.A.'24, Univ. of Maine; M.A.'33, Tchrs. Col., Columbia Univ.; Asst. State Commr. of Educ., and Head, Div. of Bus., State Dept. of Educ., Trenton, N. J.

Woolf, Kenneth A., A.B.'27, Lafayette Col.; M.A.'32, Ed.D.'42, New York Univ.; Supt. of Twp. Sch., Mountain View, N. J., since 1946.

Woolson, Richard Howard, B.S.'30, M.S.'31, Rutgers Univ.; Supt. of Wall Twp. Sch., Allenwood, N. J., since 1947.

Workman, David Frank, B.S.'25, M.A.'29, Franklin and Marshall Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waldwick, N. J., since 1927.

Workman, Robert L., B.S.'41, M.A.'46, N. Y. Univ.; Prin. of H. S., Moorestown, N. J., since 1953.

Worrall, John R., B.S.'32, Allegheny Col.; M.Ed.'39, Univ. of Pittsburgh; H. S. Prin., Woodbury, N. J., since 1947.

Yentema, Clarence D., B.S.'35, Rutgers Univ.; M.A.'41, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Florham Park, N. J., since 1945.

York, Oliver Henry, B.A.'38, Stanford Univ.; M.A.'45, Columbia Univ.; Ph.D.'48, Univ. of Calif.; Dir., Park Play Sch., Newark, N. J., since 1952.

Yost, Frank L., A.M.'12, Bucknell Univ.; Supt. of Sch., Orange, N. J., since 1949.

Zimmerman, Frederick, A.B.'39, Columbia Col.; M.A.'41, N. J. State Tchrs. Col., Upper Montclair; Supt. of Sch., Hohokus, N. J., since 1948.

Zimmerman, Roy R., A.B.'28, M.A.'32, Tchrs. Col., Columbia Univ.; Bergen Co. Supt. of Sch., Hackensack, N. J., since 1934.

Zorella, John W., B.S.'31, Pa. State Col.; M.Ed.'37, Rutgers Univ.; M.A.'48, Columbia Univ.; Supt. of Sch., Manville, N. J., since 1937.

INSTITUTIONAL MEMBERS

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Bd. of Educ., Hackensack, N. J.

Bogota H. S., Bogota, N. J.

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Edgemont School, Montclair, N. J.

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George Washington Junior High School, Ridgewood, N. J.

Hackensack Tchrs. Assn., c/o Supt. of Sch., Hackensack, N. J.

Ira W. Travell Elementary School, Ridgewood, N. J.

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Montclair High School, Montclair, N. J.

Montclair Pub. Sch. Tchrs. Assn., George Inness Jr. H. S., Montclair, N. J.

Princeton Surveys, Princeton Univ., Princeton, N. J.

Public Library, 5 Washington St., Newark, N. J.

Public Schools, Lyndhurst, N. J.

Ridgewood High School, Ridgewood, N. J.

Tenafly High School, Clifford L. Rall, Prin., Tenafly, N. J.

Union Street Elementary School, Ridgewood, N. J.

Watchung School, Montclair, N. J.

Willard Elementary School, Ridgewood, N. J.

NEW MEXICO

Allbee, Lewis, A.B.'36, A.M.'40, Middlebury Col.; Ph.D., Yale Univ.; Supt. of Co. Sch., Los Alamos, N. Mex., since 1953.

Alvis, Berry N., A.B.'28, West Texas State Tchrs. Col.; M.A.'34, Univ. of Colo.; Supt. of Sch., Clayton, N. Mex., since 1950.

*Ambrose, Philip S., B.S.'41, Georgetown Univ.; M.A.'46, Ed.D.'49, Tchrs. Col., Columbia Univ.; Asst. Dir., Col. Instr. Center, Carlsbad, N. Mex.

Beggs, Vernon L., M.A.'32, Ph.D.'36, Univ. of Chicago; Dir. of Sch., United Pueblos Agency, Albuquerque, N. Mex., since 1945.

Bird, T. C., B.A.'25, Howard Payne Col.; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Santa Fe, N. Mex., since 1946.

Brown, Creighton, M.A.'46, Texas Tech. Col.; Supt. of Municipal Sch., Vaughn, N. Mex., since 1947.

Burke, J. L., Jr., B.A.'29, West Texas State Col.; M.A.'33, Texas Tech. Col.; Supt. of Pub. Sch., Jal, N. Mex., since 1935.

Caton, W. Barnie, A.B.'32, N. Mex. Highlands Univ.; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Alamogordo, N. Mex., since 1947.

Clark, L. W., B.A.'30, M.A.'34, Texas Tech. Col.; Supt., Capitan Union H. S., Capitan, N. Mex., since 1948.

Clegg, John Travis, A.B. in Ed.'33, N. Mex. Highlands Univ.; M.A. in Sch. Adm.'40, Colo. State Col. of Educ.; Supt. of Municipal Sch. Dist. 1, Socorro, N. Mex., since 1949.

Conway, C. H., M.A.'34, Univ. of N. Mex.; Supt. of Sch., Eunice, N. Mex., since 1935.

DeVargas, Diego, B.A.'35, N. Mex. Highlands Univ.; Supt. of Co. Sch., Santa Fe, N. Mex., since 1950.

Field, Benwood, B.S.'27, N. Mex. Western Col.; M.A.'39, Univ. of N. Mex.; Supt. of Sch., Dexter, N. Mex., since 1947.

Firman, Robert Gibbs, A.B.'31, Colgate Univ.; M.A.'33, Columbia Univ.; Supt. of Sch., Carrizozo, N. Mex., since 1953.

Foster, W. H., B.S.'32, Murray State Col. (Ky.); M.A.'49, George Peabody Col. for Tchrs.; Supt. of Sch., Raton, N. Mex., since 1952.

Freeburg, Wesley, B.A.'31, N. Mex. Highlands Univ.; M.A.'37, Univ. of N. Mex.; Supt. of Municipal Sch., Lordsburg, N. Mex., since 1947.

Galaz, A. C., M.A.'34, Univ. of N. Mex.; Supt. of Sch., Los Lunas, N. Mex., since 1937.

Golden, Floyd Dewey, B.S.'25, West Texas State Col.; M.A.'32, Univ. of Colo.; LL.D. '50, Hardin-Simmons Univ.; Pres., Eastern N. Mex. Univ., Portales, N. Mex., since 1941.

Hansen, Tom, A.B.'34, Col. of the Ozarks; Ed.M.'41, Univ. of Okla.; Supt. of Sch., Carlsbad, N. Mex., since 1954.

Harley, G. T., Pres., Bd. of Educ., Carlsbad, N. Mex.

*Hobbs, Edwin G., B.A.'25, N. Mex. Western Col.; M.A.'36, Univ. of N. Mex. Address: 621 Carlisle Blvd., S. E., Albuquerque, N. Mex.

Huff, Raymond, B.A.'21, Univ. of Texas; M.A.'30, Univ. of Colo.; Chmn., N. Mex. State Bd. of Educ., 1930-53, and Supt. Emeritus, Pub. Sch., Clayton, N. Mex., since 1950.

Hunt, Malcolm G., B.S.'31, M.A.'32, West Texas State Col.; Supt. of Sch., Portales, N. Mex., since 1943.

Jackson, Charles Everett, B.S.'34, Kansas State Tchrs. Col., Pittsburg; M.A.'41, Univ. of N. Mex.; Dir. of Curriculum, Municipal Sch., Lovington, N. Mex., since 1952.

Johnson, Leighton Henry, A.B.'36, M.A.'49, Ph.D.'51, Univ. of Calif.; Asst. Prof. of Educ., Univ. of N. Mex., Albuquerque, N. Mex., since 1951.

Jones, Agrie, M.A.'48, West Texas State Col.; Supt. of Municipal Sch. Dist. 2, Texico, N. Mex., since 1949.

Koogler, Clare V., M.A.'31, N. Mex. Highlands Univ.; Supt. of Sch., Aztec, N. Mex., since 1935.

Krivokapich, Alex, M.A. in Ed.'54, N. Mex. Col. of A. and M. Arts; Supt. of Municipal Sch. Dist. 11, Cloudcroft, N. Mex., since 1954.

Larkin, John L., M.A.'31, Univ. of Ariz.; Supt. of Sch., Tularosa, N. Mex., since 1935.

Lewis, Richard Raymond, B.A.'38, N. Mex. Col. of A. and M. Arts; M.A.'42, Univ. of N. Mex.; Supt. of Municipal Sch. Dist., Deming, N. Mex., since 1952.

Linton, Melvy Edgar, B.S.'39, M.A.'42, Univ. of N. Mex.; Supt., Hatch Valley Municipal Sch., Hatch, N. Mex., since 1934.

Lofton, Ray J., A.B.'28, N. Mex. Western Col.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Melrose, N. Mex., since 1941.

Lopez, F. B., Supvr., Co. Sch., Socorro, N. Mex.

McBride, George C., B.S.'18, Dartmouth Col.; M.A.'31, Univ. of Calif.; Supt. of Sch., Des Moines, N. Mex.

Mayfield, Tom J., B.A.'26, Miss. Col.; M.A. '38, Univ. of N. Mex.; Supt. of Sch., Las Cruces, N. Mex., since 1954.

Miller, J. Cloyd, B.A. in Bus.Adm.'27, N. Mex. Col. of A. and M. Arts; M.A. in Ed. '36, Univ. of N. Mex.; LL.D.'54, McMurry Col. (Texas); Pres., Natl. Educ. Assn., 1951-52; Pres., N. Mex. Western Col., Silver City, N. Mex., since 1952.

Mills, Charles L., B.A.'29, N. Mex. Highlands Univ.; M.A.'41, Univ. of N. Mex.; Supt. of Sch., Hobbs, N. Mex., since 1947.

Mills, Vernon R., M.A.'52, Colo. State Col. of Educ.; Supt. of Sch., Artesia, N. Mex., since 1954.

Milne, John, B.S.'29, Univ. of N. Mex.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Albuquerque, N. Mex., since 1911.

Morgan, Henry E., B.A.'26, Univ. of Kansas; M.A.'38, Univ. of N. Mex.; Supt. of Sch., Elida, N. Mex., since 1935.

Morrison, Donald B., B.S.'34, Texas Col. of Arts and Indus.; M.A.'43, Univ. of N. Mex.; Supt. of Sch., Cimarron, N. Mex.

Murphy, Irvin P., M.A.'38, Univ. of N. Mex.; Dir. of Sec. Educ., State Dept. of Educ., Santa Fe, N. Mex., since 1954.

Nanninga, Simon P., B.S.'16, Kansas State Tchrs. Col.; M.A.'22, Stanford Univ.; Ph.D.'25, Univ. of Calif.; Prof. of Educ., since 1925, and Dean Emeritus, Col. of Educ., Univ. of N. Mex., Albuquerque, N. Mex., since 1953.

Nunn, Earl, M.A.'43, N. Mex. Highlands Univ.; Supt. of Sch., Springer, N. Mex., since 1950.

O'Donnell, William B., B.S. in Agr.'26, Colo. A. and M. Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Exec. Secy., N. Mex. Educ. Assn., Santa Fe, N. Mex., since 1953.

Otero, Joe L., B.A.'39, M.A.'42, Univ. of N. Mex.; Supt. of City Sch., Taos, N. Mex., since 1947.

Owens, Charles S., B.A.'30, Hardin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Gallup, N. Mex., since 1949.

Pannell, H. C., M.A.'34, Univ. of Colo.; Supt. of Sch., Lovington, N. Mex., since 1939.

Prevost, Charles O., A.B.'32, N. Mex. Western Col.; Grant Co. Supvr. of Rural Sch., Silver City, N. Mex., since 1938.

Renfro, G. L., D.D.S.'29, Univ. of Denver; Member, Bd. of Educ., Santa Fe, N. Mex., since 1953.

Rhodes, L. H., B.S.'26, West Texas State Tchrs. Col.; M.A.'31, Univ. of Colo.; Supt. of Sch., Tucumcari, N. Mex., since 1937.

Robertson, Walter J., A.B.'22, Southwestern Col.; A.M.'34, N. Mex. Highlands Univ.; Supt. of Sch., Las Vegas, N. Mex., since 1941.

Rosenberg, Samuel, B.S.S.'30, M.S.Ed.'32, City Col. of the City of New York; Reservation Prin., Jicarilla Indian Agency Sch., Dulce, N. Mex., since 1949.

Russell, John Dale, A.B.'17, A.M.'24, Ph.D.'31, Ind. Univ.; Chancellor and Exec. Secy., Bd. of Educ. Finance, State of N. Mex., Santa Fe, N. Mex., since 1952.

Sanchez, Adelino, A.B.'30, N. Mex. Western Col.; M.A.'40, Univ. of N. Mex.; Supt. of Municipal Sch., Grants, N. Mex., since 1953.

Shinkle, James D., B.S.'20, Central Mo. Col.; M.A.'27, George Peabody Col. for Tchrs.; Supt. of Sch., Roswell, N. Mex., since 1936.

Spain, Charles R., A.B.'36, Bethel Col. (Tenn.); M.A.'37, George Peabody Col. for Tchrs.; Ed.D.'41, Columbia Univ.; Dean, Col. of Educ., Univ. of N. Mex., Albuquerque, N. Mex., since 1954.

Stafford, W. D., A.B.'30, N. Mex. Highlands Univ.; M.A.'37, Texas Tech. Col.; Supt. of Sch., San Jon, N. Mex., since 1945.

Stinnette, Ray L., A.B.'30, M.A.'30, Colo. State Col. of Educ.; Supt. of Sch., Truth or Consequences, N. Mex., since 1945.

Stovall, Travis, A.B.'38, N. Mex. Highlands Univ.; M.A.'42, Univ. of N. Mex.; Supt. of Sch., Clovis, N. Mex., since 1954.

Tunnell, Hal, B.A.'41, M.A.'48, N. Mex. Highlands Univ.; Supt. of Sch., Estancia, N. Mex., since 1951.

Wiley, Tom, B.A.'32, M.A.'49, Univ. of N. Mex.; State Supt. of Pub. Instr., Santa Fe, N. Mex., since 1951.

Williams, Burton T., M.S.'37, Univ. of N. Mex.; Supt. of Sch., Ft. Sumner, N. Mex., since 1945.

Wood, (Mrs.) Alice C., B.A.'29, Montezuma Col.; M.A.'51, N. Mex. Highlands Univ.; Supt. of Sch., Wagon Mound, N. Mex., since 1952.

INSTITUTIONAL MEMBER

Univ. of N. Mex., Library, Albuquerque, N. Mex.

NEW YORK

Abrams, Stanley, B.A.'49, M.A.'49, N. Y. State Tchrs. Col., Albany; Supvg. Prin., Union Free Sch. Dist. 33, Center Moriches, N. Y., since 1954.

Ackley, E. L., A.B. and A.M.'05, Pd.B.'08, Syracuse Univ.; Supt. of Sch., Johnstown, N. Y., 1910-49 (retired). Address: 402 S. Market St., Johnstown, N. Y.

Addleston, (Mrs.) Lorraine W., B.A.'32, Hunter Col. of the City of New York; M.A.'34, Tchrs. Col., Columbia Univ.; Prin., Pub. Sch. 89, Queens, New York, N. Y., since 1952.

Adinoff, Rebecca, B.S.'36, M.A.'43, Columbia Univ.; Asst. Dir., Early Childhood Educ., Pub. Sch., Brooklyn, N. Y., since 1949.

Agnew, Peter L., B.B.Ed.'23, Boston Univ.; M.A.'28, Ph.D.'40, N. Y. Univ.; M.Ed.'30, Harvard Univ.; Asst. Dean, N. Y. Univ., New York, N. Y., since 1948.

Ahern, T. James, B.A.'23, Alfred Univ.; A.M.'36, New York Univ.; Supt. of Sch., Mamaroneck, N. Y., since 1942.

Akerly, Harold E., B.S.'08, Univ. of Rochester; S.B.'10, Mass. Inst. of Tech.; M.A.'33, Univ. of Rochester; Asst. Supt. of Sch., Rochester, N. Y., since 1929.

Akin, Clayton L., B.Ed.'48, Washington Univ.; M.A.'51, Columbia Univ.; Supvg. Prin. of Central Sch. Dist., Bemus Point, N. Y., since 1953.

Allardt, Frederick Edward, Jr., B.Arch.'42, Pratt Inst. (N. Y.); Archt., 20 S. Main St., Southampton, L. I., N. Y., since 1949.

Allen, Anna M., Prin. of Sch., Belle Harbor, N. Y.

Allen, Edward E., A.B.'28, Ellsworth Col.; Ed.M.'30, Harvard Univ.; Supvg. Prin. of Sch., Akron, N. Y., since 1941.

Allen, Stanley R., M.A.'37, N. Y. Univ.; Prin. of H. S., Woodmere, N. Y., since 1940.

Aloysia, Mother M., Ph.D.'26, Fordham Univ.; Good Counsel Col., White Plains, N. Y., since 1923.

Ambellan, Fred, B.S.'33, N. Y. State Col. for Tchrs., Buffalo; M.A.'38, N. Y. Univ.; Supt. of Sch., Gloversville, N. Y., since 1952.

Anderson, Howard Richmond, B.A.'22, Augustana Col.; M.A.'28, Univ. of Chicago; Ph.D.'30, Univ. of Iowa; Dean, Univ. Sch., and Dir. of Summer Session, Univ. of Rochester, Rochester, N. Y., since 1954.

Anderson, Walter A., B.S.'29, M.A.'31, Univ. of Minn.; Ed.D.'37, Tchrs. Col., Columbia Univ.; Chmn., Dept. of Admin. and Supvn., Sch. of Educ., New York Univ., New York, N. Y., since 1947.

Anger, Charles A., Office of Development, Low Library, Columbia Univ., New York, N. Y.

Armstrong, Louis W., B.S.'31, M.A.'37, Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. in Educ. Plant Planning, State Educ. Dept., Albany, N. Y., since 1951.

Armstrong, T. H., Interstate Tchrs. Agency, Genesee Valley Trust Bldg., Rochester, N. Y.

Atwood, Chase Carlos, B.S.'26, Temple Univ.; LL.B.'37, St. Lawrence Univ.; Jur.Sc.D.'46, Brooklyn Law Sch.; Controller, Horace Mann Sch., New York, N. Y., since 1949.

Atwood, Clinton H., B.S.'19, Colgate Univ.; A.M.'23, Syracuse Univ.; Supt. of Sch., Solvay, N. Y., since 1938.

Austin, David B., A.B.'29, Pomona Col.; M.A.'30, Claremont Col.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y.

Ayer, Roderick E., M.S. in Ed.'46, Syracuse Univ.; Supvg. Prin. of Bloomfield Central Sch., East Bloomfield, N. Y., since 1953.

Baehr, Herbert F., B.S.'38, N. J. State Tchrs. Col., Newark; M.A.'47, Tchrs. Col., Columbia Univ.; Bus. Mgr., Pub. Sch., Valley Stream, N. Y., since 1951.

Bailey, Richard James, A.B.'30, Univ. of Notre Dame; Ph.D.'40, N. Y. Univ.; Supvg. Prin. of Greenburgh No. 8 Sch., White Plains, N. Y., since 1947.

Bain, Howard E., A.B.'28, Houghton Col.; M.A. in Ed.'38, Cornell Univ.; Prin., Oakfield Alabama C. S., Oakfield, N. Y., since 1948.

*Bair, Carl M., Jr., B.S.'33, N. J. State Tchrs. Col., Trenton; M.A.'43, Univ. of Conn.; Ed.D.'50, Harvard Univ.; Supvg. Prin. of Sch., Vestal, N. Y., since 1954.

Baird, George Henry, II, B.Ed.'43, Western Ill. State Tchrs. Col.; M.A.'50, Univ. of Wyo.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Research Asst., Inst. of Admin. Research, Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.

Baisch, Carl W., M.A.'27, Univ. of Buffalo; Supt. of Union Free Sch. Dist. 1, Kenmore, N. Y., since 1953.

Baker, Erwin L., A.B.'27, N. Y. State Tchrs. Col., Albany; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Jeffersonville, N. Y., since 1935.

Baldwin, Clare C., B.S.'27, Univ. of Kansas; M.A.'32, Ph.D.'34, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New York, N. Y., since 1946.

Barkan, Samuel H., B.S.'23, City Col. of the City of New York; M.S.'30, N. Y. Univ.; Dir., Sch. Housing, New York City Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1947.

Barry, Franklyn S., B.A.'31, M.A.'42, Syracuse Univ.; Acting Supt. of Sch., Irondequoit, N. Y., since 1945, and Supt. of Sch., Cortland, N. Y., since 1947.

Bartoo, A. Donald, B.S. in Ed.'35, Pa. State Tchrs. Col., Mansfield; M.E.'48, Alfred Univ.; Dist. Prin. of Iroquois Central Sch., Elma, N. Y., since 1952.

Bassett, Cecil A., Secy. and Mgr., Cooperative Sch. Purchasers, Inc., Cazenovia, N. Y., since 1940.

Battershall, (Mrs.) Minnie J., Elem. Sch. Prin., Schenectady, N. Y.

*Beach, Norton Lewis, B.B.A.'38, Ed.M.'40, Boston Univ.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1949.

Beatty, Willard Walcott, B.S.'13, M.A.'22, Univ. of Calif.; Ed.D.'37, Reed Col.; Educ. Consultant, Perkins and Will, Architects, White Plains, N. Y., since 1954.

Beaumont, Florence S., B.S.'37, M.A.'39, N. Y. Univ.; Assoc. Supt. of Sch., New York, N. Y. Address: Jackson Heights, N. Y.

Beaverson, James H., A.B.'49, Hamilton Col.; M.A.'54, Colgate Univ.; Supvg. Prin. of Central Sch., Earlville, N. Y., since 1953.

Beck, Cameron, Lecturer, Voc. and Indus. Consultant, 2118 RKO Bldg., New York, N. Y.

Beddow, William D., B.A.'21, Muhlenberg Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Prin. of H. S., Hempstead, N. Y., since 1951.

Beecher, Dwight E., M.A.'25, Ed.D.'47, Syracuse Univ.; Coordinator of Research, Bd. of Educ., Buffalo, N. Y., since 1951.

Beha, James A., B.S.'22, M.S.'29, St. Lawrence Univ.; Supt. of Sch., Frankfort, N. Y., since 1945.

Bellew, Paul J., B.S.'36, Hartwick Col.; M.A.'42, New York Univ.; Supvg. Prin. of Sch., West Islip, L. I., N. Y., since 1952.

Benedict, Paul H., B.A.'34, Colgate Univ.; M.A.'48, N. Y. State Tchrs. Col., Albany; Dist. Prin., Baldwinsville Acad. and Central Sch., Baldwinsville, N. Y., since 1948.

Bennett, Samuel R., M.S. in Ed.'41, Univ. of Rochester; Supvg. Prin. of Maryvale Sch., Cheektowaga, N. Y., since 1951.

Bentley, Clifford H., B.A.'27, Alfred Univ.; M.A.'48, Niagara Univ.; Prin., Newfane Central Sch., Newfane, N. Y., since 1932.

Bergerson, Carl I., B.S.'18, Hiram Col.; A.M.'27, Columbia Univ.; Supt. of Sch., Albion, N. Y., since 1925.

Bernath, Edward J., B.S.S.'26, M.S. in Ed. '30, City Col. of the City of N. Y.; J.D. '29, New York Univ.; Asst. Supt. of Sch., New York, N. Y., since 1948.

Bible, Margaret K., 1517 Benson St., New York, N. Y.

Bigelow, Karl W., B.A.'20, L.H.D.'38, Clark Univ.; Ph.D.'29, Harvard Univ.; LL.D. '41, Parsons Col.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1936.

Bills, John E., A.B.'35, N. Y. State Col. for Tchrs., Albany; M.S. in Ed.'42, Cornell Univ.; Supvg. Prin., Moravia Central H. S., Moravia, N. Y., since 1949.

Blair, Mary M., Asst. Supt. of Sch., Staten Island, N. Y., since 1950.

Bliss, D. Everett, A.B.'34, Union Col.; M.A. '44, Cornell Univ.; Dist. Supt. of Sch., Whitesboro, N. Y., since 1949.

*Blom, Edward Charles, A.B.'11, Southeast Mo. State Tchrs. Col., Cape Girardeau; B.S. in Ed.'15, A.M.'17, Univ. of Mo.; Ph.D.'30, Columbia Univ.; Prof. of Mathematics and Physical Sc., State Tchrs. Col., Fredonia, N. Y., since 1946.

Blumberg, Louis, B.A.'35, N. Y. State Tchrs. Col., Albany; M.S.'40, Syracuse Univ.; Supt. of Fallsburgh Central Schs., South Fallsburg, N. Y., since 1954.

Boardman, Walter S., Ed.D.'41, New York Univ.; Supt. of Sch., Oceanside, L. I., N. Y., since 1940.

Bodley, George R., B.S.'07, Syracuse Univ.; Supt. of Sch., Fulton, N. Y., 1922-54 (retired).

Bookhout, Hamilton H., A.B.'27, Hamilton Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin., Bethlehem Central Sch., Delmar, N. Y., since 1938.

*Borgeson, F. C., A.B.'21, Univ. of Denver; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'27, Columbia Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1929.

Bortner, Doyle M., A.B.'36, Gettysburg Col.; M.A.'37, Pa. State Col.; Ed.D.'50, Temple Univ.; Chmn., Dept. of Educ., Hofstra Col., Hempstead, N. Y., since 1952.

Boschert, Henry C., A.B.'30, Syracuse Univ.; M.A.'39, N. Y. Univ.; Admin. Asst. to the Supt. of Sch., Lawrence, N. Y., since 1950.

Bouton, Clayton A., B.S.'33, St. Lawrence Univ.; M.S.'40, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Central Sch., Voorheesville, N. Y., since 1940.

Bowes, Elmer George, B.A.'33, M.A.'36, Syracuse Univ.; Prin. of H. S., Smithtown, N. Y., since 1951.

Bradley, Allan P., M.A.'37, Syracuse Univ.; Dir., Genl. Elem. Div., N. Y. State Col. for Tchrs., Buffalo, N. Y., since 1949.

Bradley, Charles E., B.S.'36, M.S.'42, Syracuse Univ.; Prin. of Pitcher Hill Elem. Sch., North Syracuse, N. Y., since 1950.

Bragin, Jeanette, M.S.'34, New York Univ.; Asst. Admin. Dir., New York City Sch., 110 Livingston St., Brooklyn, N. Y., since 1952.

Brasted, F. Kenneth, A.B.'35, Univ. of Fla.; A.M.'38, Tchrs. Col., Columbia Univ.; Dir., Educ. Dept., Natl. Assn. of Manufacturers, New York, N. Y., since 1948.

Braun, John Charles, B.S.'27, Springfield Col. (Mass.); M.A.'48, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Ellenville, N. Y., since 1950.

Braun, Julius C., B.S.'33, N. Y. State Tchrs. Col., Buffalo; Ed.M.'37, Univ. of Buffalo; Supt. of Sch., Salamanca, N. Y., since 1946.

Bretsch, Glenn E., B.S.'23, M.A.'33, Cornell Univ.; Supvg. Prin., Colonie Central Schs., Albany, N. Y., since 1949.

Brickell, Henry Mitchell, B.S. in Ed.'47, Ohio State Univ.; M.A.'51, Univ. of Chicago; M.A.'53, Ed.D.'53, Tchrs. Col., Columbia Univ.; Genl. Admin. and Research Asst., Pub. Sch., Manhasset, N. Y., since 1954.

Bristow, William H., B.S.'20, Central Mo. State Tchrs. Col., Warrensburg; A.M.'22, Ed.D.'36, Tchrs. Col., Columbia Univ.; Dir., Bureau of Curriculum, Bd. of Educ., City of New York, Brooklyn, N. Y., since 1940.

Brokaw, Frank, A.B.'29, Hope Col.; M.S. '36, Syracuse Univ.; Supt. of Sch., Fairport, N. Y., since 1951.

Brown, Abraham J., B.S.S.'28, City Col. of the City of N. Y.; M.A.'38, N. Y. Univ.; LL.B.'35, St. John's Univ.; Prin. of P. S. 122, New York, N. Y., since 1946.

Brown, Harold S., Vicepres., D. Van Nostrand Co., Inc., New York, N. Y., since 1946.

*Brown, James E., A.B.'38, M.A.'41, W. Va. Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Prin., Jr.-Sr. H. S., Whitesboro, N. Y., since 1949.

Brown, Milton W., A.B.'28, Marietta Col.; Ed.M.'40, Harvard Univ.; Supt. of Sch., Lancaster, N. Y., since 1948.

Bruggeman, L. L., A.B.'26, Rutgers Univ.; Mgr., Eastern Div., American Book Co., New York, N. Y., since 1943.

Bruner, Herbert B., Ph.D.'25, Columbia Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1950.

Bryan, Bernard LeRoy, B.S.'46, Pa. State Tchrs. Col., Mansfield; M.S.'51, Ithaca Col.; M.A.'54, Tchrs. Col., Columbia Univ.; Dir., Bd. of Cooperative Educ. Serv., Second Supvy. Dist., Westchester Co. Schs., White Plains, N. Y., since 1954.

Bryant, George E., B.S.'34, A.M.'37, New York Univ.; Supt. of Sch., Roslyn Hgts., N. Y., since 1943.

Buell, William Ray, B.S. in Agr.'20, Cornell Univ.; Dist. Supt. of Sch., East Aurora, N. Y., since 1931.

Buesch, Charles G., A.B.'26, North Central Col. (Ill.); Co. Prin. of Instr., Frontier Central Sch., Blasdell, Buffalo, N. Y., since 1951.

Bugar, Frank, M.S.'40, N. Y. Univ.; Supvg. Prin. of Central Sch., New Paltz, N. Y., since 1947.

*Bulger, Paul G., M.S.'42, N. Y. State Col. for Tchrs., Albany; Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Provost, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.

Bumgardner, Walter L., B.S.'18, Pa. State Col.; Supt. of Sch., East Aurora, N. Y., since 1932.

Burger, I. Victor, B.S.'16, M.A.'29, Ph.D.'34, New York Univ.; Asst. Supt. of Sch., New York, N. Y., since 1944.

Burgess, Frank D., Superior Body Sales, Inc., Newark, N. Y.

Burke, Edward A., A.B.'30, M.A.'37, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Central Sch., South Kortright, N. Y., since 1939.

Burke, James M., Clerk, Bd. of Educ., Whitesboro, N. Y., since 1929.

Burns, Robert, B.S.'16, M.A.'19, Ph.D.'28, Tchrs. Col., Columbia Univ.; Assoc. Prof., Sch. of Educ., Fordham Univ., New York, N. Y.

Buros, Francis C., B.S.'25, Univ. of Minn.; M.A.'29, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., White Plains, N. Y., since 1937.

Bush, Dixon A., B.S.S.'48, City Col. of the City of N. Y.; M.A.'49, Ed.D.'51, New York Univ.; Instr., Dept. of Social Studies, State Univ. Tchrs. Col., Oneonta, N. Y., since 1951.

Butterworth, Julian E., A.B.'07, M.A.'10, Ph.D.'12, State Univ. of Iowa; Prof. of Rural Educ., Educ. Admin., Cornell Univ., Ithaca, N. Y., 1919-52 (retired). Address: 101 Irving Place, Ithaca, N. Y.

Butts, R. Freeman, A.B.'31, M.A.'32, Ph.D. '35, Univ. of Wis.; Head, Dept. of Social and Philosophical Foundations since 1948, and Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1947.

Campbell, Francis H., B.A.'25, Univ. of Texas; M.A.'34, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Sch., Nyack, N. Y., since 1952.

Capen, Samuel Paul, A.B. and M.A.'98, L.H.D.'21, Tufts Col.; A.M.'00, Harvard Univ.; Ph.D.'02, LL.D.'33, Univ. of Pa.; LL.D.'20, Lafayette Col.; L.H.D.'25, Hobart Col.; Sc.D.'27, George Washington Univ.; LL.D.'32, Univ. of Chicago; Litt.D.'37, Clark Univ.; LL.D.'38, McMaster Univ.; Chancellor, Univ. of Buffalo, Buffalo, N. Y., 1922-50 (retired). Address: 42 Linwood Ave., Buffalo, N. Y.

*Carey, Elizabeth B., A.B.'23, M.A.'34, N. Y. State Col. for Tchrs., Albany; Ph.D.'49, N. Y. Univ.; Supvr. of Elem. Educ., State Educ. Dept., Albany, N. Y., since 1940.

Carlisle, William T., Ed.D.'53, Tchrs. Col., Columbia Univ.; Circulation Mgr., *The School Executive*, New York, N. Y., since 1953.

Carter, Guyon J., B.S.'10, Alfred Univ.; M.A.'24, Columbia Univ.; Dist. Supt. of Sch., Avoca, N. Y., since 1911.

*Casey, Leo Martin, B.S.'47, Manhattan Col.; M.A.'48, Ed.D.'49, Columbia Univ.; Asst. Supt. for Bus., Scotia-Glenville Schs., Scotia, N. Y., since 1951.

Caswell, Hollis L., Ph.D.'29, Columbia Univ.; Pres., Tchrs. Col., Columbia Univ., New York, N. Y., since 1954.

Center, Stella Stewart, A.B.'01, George Peabody Col. for Tchrs.; Ph.B.'11, Univ. of Chicago; A.M.'13, Columbia Univ.; Litt. D.'29, Univ. of Ga.; Dir., Reading Clinic, N. Y. Univ., New York, N. Y., since 1935.

Chapman, Mernette L., A.B.'28, N. Y. State Col. for Tchrs., Albany; Dist. Supt. of Sch., Ovid, N. Y., since 1932.

Chisholm, J. Wilber, B.S.'29, New York Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Mineola, N. Y., since 1936.

Cholet, Bertram, Asst. Vicepres., Higgins Ink Co., Inc., Brooklyn, N. Y.

Christy, George Leonard, A.B. and M.A.'51, N. Y. State Tchrs. Col., Albany; Guidance Dir., 3rd Supvy. Dist. of Rensselaer Co., Castleton-on-Hudson, N. Y., since 1953.

Clark, Carl W., Archt., P. O. Box 900, Syracuse, N. Y.

Clark, Harold F., Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1928.

Clifford, Walter G., A.B.'32, Colgate Univ.; M.S. in Ed.'40, Cornell Univ.; Supt. of Sch., Canastota, N. Y., since 1947.

Clinton, Arthur, B.C.S.'29, N. Y. Univ.; Dir., Bureau of Attendance, N. Y. Pub. Schs., Brooklyn, N. Y., since 1951.

Cocking, Walter D., A.B.'13, Des Moines Col.; M.A.'23, State Univ. of Iowa; Ph.D. '28, Columbia Univ.; Editor, *The School Executive*, 470 Fourth Ave., New York, N. Y., since 1953.

Codding, James W., B.S.'15, Colgate Univ.; M.A.'34, St. Lawrence Univ.; Dist. Supt. of Sch., Plattsburg, N. Y., since 1941.

Colburn, Alfred L., B.A.'30, M.A.'37, Cornell Univ.; Supvg. Prin., Central Sch. Dist. 1, Cuba, N. Y., since 1937.

Coleman, Georgia Avis, Supvg. Prin. of Colonial and Siwanoy Sch., Pelham, N. Y., since 1916.

Collins, Evan R., A.B.'33, Dartmouth Col.; Ed.M.'38, Ed.D.'46, Harvard Univ.; Pres., N. Y. State Col. for Tchrs., Albany, N. Y., since 1949.

Collins, Raymond L., A.B.'31, M.A.'35, N. Y. State Col. for Tchrs., Albany; Ed.D.'45, Tchrs. Col., Columbia Univ.; Supt. of Sch., Manhasset, N. Y., since 1945.

Collins, Tobias J., A.B.'26, Hamilton Col.; M.A.'34, Columbia Univ.; Supvg. Prin., Lewiston-Porter Central Sch., Youngstown, N. Y., since 1952.

Colton, Merrill L., Diploma '34, Potsdam State Normal Sch. (N. Y.); B.S. in Ed. '38, N. Y. State Tchrs. Col., Albany; M.S. in Ed.'46, Syracuse Univ.; Supvg. Prin. of Union Free Sch. Dist. 5, New Hyde Park, N. Y., since 1951.

Conant, Eugene F., A.B.'30, Union Col. and Univ.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Johnstown, N. Y., since 1949.

Connor, Leo E., A.B.'45, LaSalle Col.; M.A. '49, Univ. of Pittsburgh; Dir. of Elem. Educ., Clarkstown Central Sch. Dist., Congers, N. Y., since 1954.

Cook, (Mrs.) Harriet P., B.A.'36, M.A.'37, Univ. of Buffalo; Dean and Dir. of Pub. Relations, Cazenovia Jr. Col., Cazenovia, N. Y., since 1945.

Corey, Stephen M., B.A.'26, Eureka Col.; M.A.'27, Ph.D.'30, Univ. of Ill.; Prof. of Educ. and Exec. Officer, Horace Mann-Lincoln Inst. of Sch. Experimentation, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.

Cornelius, Rev. Brother C., F.S.C., A.B.'35, Manhattan Col.; A.M.'40, New York Univ.; Ph.D.'49, St. John's Univ.; M.S. in Ed.'52, Syracuse Univ.; Prin., St. Patrick's H. S., Newburgh, N. Y., since 1952.

Cosman, Charles B., B.S.'32, St. Lawrence Univ.; M.S.'38, Syracuse Univ.; Supvg. Prin., H. S., Islip, N. Y., since 1947.

Cottle, William E., A.B.'20, Clark Univ.; Ed.M.'28, Harvard Univ.; Supt. of Sch., Tuckahoe, N. Y., since 1949.

Couch, William Terry, A.B.'26, Univ. of N. C.; Editor-in-Chief, Colliers Encyclopedia, New York, N. Y., since 1952.

Countryman, Louis H., B.S.'37, M.A.'40, N. Y. Univ.; Prin. of Willow Rd. Sch., Franklin Square, N. Y., since 1952.

Counts, George S., Tchrs. Col., Columbia Univ., New York, N. Y.

Cowan, Charles Thomas, B.S.'31, N. Y. Univ.; M.A.'37, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supt. of Sch., Northport, N. Y., since 1953.

*Coxe, Warren W., B.Sc.'11, Dakota Wesleyan Univ.; Ph.D.'23, Ohio State Univ.; Dir., Div. of Research, State Educ. Dept., Albany, N. Y., since 1923.

Craig, Gerald S., A.B.'15, Baylor Univ.; M.A.'17, Ph.D.'27, Columbia Univ.; Prof. of Natural Sciences, Tchrs. Col., Columbia Univ., New York, N. Y., since 1934.

Craig, Marjorie L., A.B.'34, Smith Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Dir., Sch. Health Bureau, Health and Welfare Div., Metropolitan Life Ins. Co., New York, N. Y., since 1947.

Crewson, Walter Samuel, M.S.'37, Univ. of Chicago; Supt. of Sch., Levittown, N. Y., since 1954.

Crist, Amy Bull, B.S.'39, M.A.'40, New York Univ.; Dist. Supt. of Sch., Montgomery, N. Y., since 1940.

Crittenden, Harold C., A.B.'34, Alfred Univ.; M.Ed.'40, Pa. State Col.; Prin. of Sch., Armonk, N. Y., since 1948.

Cross, A. J. Foy, A.B.'27, B.F.A.'30, B.S.'30, Nebr. State Tchrs. Col., Wayne; M.A.'31, Ph.D.'36, Univ. of Nebr.; Dir. of Placement Serv., and Prof. of Educ., New York Univ., New York, N. Y., since 1949.

Crow, Lester D., Ph.D.'27, N. Y. Univ.; Assoc. Prof. of Educ., Brooklyn Col., Brooklyn, N. Y.

Crowley, Arthur J., Diploma '13, State Tchrs. Col., Potsdam, N. Y.; Dir., Educ. Staff, *The Reader's Digest*, Pleasantville, N. Y., since 1940.

Crumb, Henry, A.B.'33, Hamilton Col.; A.M. '37, Syracuse Univ.; Dist. Prin., Camillus, N. Y., since 1951.

Cummings, John A., B.A.'34, St. Mary's Univ. (Md.); Asst. Dir., Bureau of Attendance, N. Y. City Bd. of Educ., 110 Livingstone St., Brooklyn, N. Y., since 1951.

Cushman, Edward V., A.B.'22, M.A.'37, Cornell Univ.; Supt. of Sch., Amsterdam, N. Y., since 1943.

*Cyr, Frank W., B.Sc.'23, Univ. of Nebr.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1930.

Daly, Francis J., B.S. in Ed.'41, Ed.M.'43, Boston Univ.; Ed.D.'47, Harvard Univ.; Dir. of Pupil Personnel Serv., State Dept. of Educ., Albany, N. Y., since 1951.

Daly, Joseph F., B.S. in Ed.'42, M.S. in Ed. '46, Prin. of Elem. Sch., Hollis, N. Y., since 1947.

Davey, Harold, M.A.'33, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Pleasantville, N. Y., since 1947.

*Davies, Daniel R., A.B.'33, Harvard Univ.; M.A.'43, Bucknell Univ.; Ed.D.'46, Columbia Univ.; Prof. of Educ. and Coordinator, Coop. Program in Educ. Admin., Tchrs. Col., Columbia Univ., New York, N. Y., since 1950.

Davis, James W., B.A.'36, Mich. State Col.; M.A.'39, Univ. of Mich.; CPEA Project Asst., Syracuse Univ., Syracuse, N. Y., since 1953.

Davis, Larry, B.A.'35, Dartmouth Col.; M.A. '36, N. Y. State Col. for Tchrs.; Supvg. Prin., Schodack Central Sch., Castleton on Hudson, N. Y., since 1942.

Davis, W. Cecil, B.S.'26, M.S.'27, Ed.D.'46, St. Bonaventure Univ.; Supt. of City Sch., Olean, N. Y., since 1951.

DeCerbo, Michael Arthur, B.A.'50, St. Bernadine of Siena Col.; M.S. in Ed.'52, N. Y. State Tchrs. Col., Oneonta; Prin. of Latham and Goodrich Schs., Latham, N. Y., since 1954.

Deci, F. Theodore, B.S.'28, Hobart Col.; Ed.M.'37, Univ. of Rochester; Supvg. Prin. of Sch., Palmyra, N. Y., since 1950.

Deisseroth, John, A.B.'31, Colgate Univ.; M.A.'38, Col. for Tchrs. at Albany (N. Y.); Supvg. Prin. of Central Sch., Canajoharie, N. Y., since 1949.

Demarest, Alfred M., M.A.'45, Tchrs. Col., Columbia Univ.; Elem. Sch. Prin., Riverhead, N. Y., since 1938.

de Shaw, Elton R., B.Arch.'22, Syracuse Univ.; Partner, Shirley and de Shaw, New York, N. Y., since 1946.

Dever, James A., B.Ed.'46, N. Y. State Tchrs. Col., New Paltz; M.A.'48, Tchrs. Col., Columbia Univ.; Asst. Dist. Prin., Union Free Sch. Dist. 13, Valley Stream, N. Y., since 1953.

Dever, Robert J., B.Ed.'43, N. Y. State Tchrs. Col., New Paltz; M.Ed.'48, Tchrs. Col., Columbia Univ.; Prin. of Wheeler Ave. Sch., Valley Stream, N. Y., since 1953.

Diamond, Edward C., Supt. of Sch., Watervliet, N. Y.

Dietrich, Grace L., B.S. in Ed.'37, N. Y. State Col. for Tchrs., Albany; M.S. in Ed.'45, Syracuse Univ.; Supvg. Prin. of Menands Sch., Albany, N. Y., since 1945.

Dight, Thomas E., B.A.'38, B.L.S.'46, Syracuse Univ.; M.A.'48, Tchrs. Col., Columbia Univ.; Supvg. Prin., Pub. Sch., Highland Falls, N. Y., since 1952.

Dingman, Erwin, A.B.'33, Mich. State Tchrs. Col., Ypsilanti; M.A.'38, Univ. of Mich.; Ph.D.'49, New York Univ.; Coordinator of Personnel, Bd. of Educ., Buffalo, N. Y., since 1951.

Dinkelmeyer, John G., M.A.'47, New York Univ.; Prin. of Sch. Dist., North Bellmore, N. Y., since 1953.

Dixon, James L., A.B.'22, A.M.'24, Ed.M. '31, Ed.D.'44, Rutgers Univ.; Headmaster, Kew Forest Sch., Forest Hills, N. Y., since 1941.

Dodd, John W., B.S.'20, A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'35, New York Univ.; Supt. of Sch., Freeport, N. Y., since 1925.

Dodd, Lawrence V., B.S.'30, Susquehanna Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lawrence, N. Y., since 1934.

*Dodge, Harrison S., B.S. and Pd.B.'15, Syracuse Univ.; M.A.'30, Columbia Univ.; Supt. of Sch., Hornell, N. Y., since 1919.

Dodge, W. Parker, Member of Bd., Castleton-On-Hudson, N. Y.

Donahue, Terence C., A.B.'28, Univ. of Notre Dame; M.A.'36, Ohio State Univ.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supt., Eastchester Sch. Dist. 1, Tuckahoe, N. Y., since 1946.

Donnan, E. Craig, B.S.'23, Colgate Univ.; M.S.'45, Cornell Univ.; Dist. Supt., Tompkins Co. Sch., Newfield, N. Y., since 1931.

Dooley, John F., A.B.'48, M.A.'49, N. Y. State Tchrs. Col., Albany; Ed.D.'54, Tchrs. Col., Columbia Univ.; Asst. in Sch. Bus. Mgmt., State Educ. Dept., Albany, N. Y., since 1954.

Doyle, W. Kenneth, M.E.'25, Rensselaer Polytech. Inst.; M.S.'36, N. Y. State Col. for Tchrs., Albany; Asst. Supt. of Sch., Troy, N. Y., since 1949.

Driver, Chester S., A.B.'33, Houghton Col.; M.S.'43, Cornell Univ.; Supvg. Prin. of Sch., Marcellus, N. Y., since 1935.

Ducker, Henry Carsten, B.S.'32, M.A.'34, Ed.D.'45, New York Univ.; Supt. of Sch., Baldwin, N. Y., since 1945.

Dugan, Howard F., Vicepres., Hotels Statler Co., Inc., Hotel Statler, New York, N. Y.

Dumas, Ralph H., B.S.'34, Middlebury Col.; M.A.'40, Tchrs. Col., Columbia Univ.; Admin. Asst., Central H. S. Dist. 3, Bellmore, N. Y., since 1953.

Dunsmoor, Clarence C., B.S.'22, State Univ. of Iowa; Ed.M.'34, Ed.D.'38, Harvard Univ.; Dir., Bd. of Coop. Educ. Serv., First Supvy. Dist., Westchester Co., South Salem, N. Y.

Dye, Robert P., M.S.'36, St. Bonaventure Univ.; Supvg. Prin., Byron-Bergen Central Sch., Bergen, N. Y., since 1951.

Dyer, Everett R., M.A.'38, Univ. of Rochester; Exec. Dir., N. Y. State Sch. Bds. Assn., Albany, N. Y., since 1948.

Eby, Harry K., A.B.'23, Muskingum Col.; Natl. Dir. of Sch. Relationships, Boy Scouts of America, New York, N. Y., since 1947.

Eckhardt, Florence, B.S. in Ed.'37, N. Y. State Tchrs. Col., Buffalo; M.S. in Ed. '42, Cornell Univ.; Elem. Supvr., Central Sch. Dist. 1, Hamburg, N. Y.

Eddy, Paul Dawson, A.B.'21, A.M.'24, Univ. of Pa.; B.D.'24, Crozer Theol. Sem.; LL.D.'44, Adelphi Col.; Pres., Adelphi Col., Garden City, L. I., N. Y., since 1937.

Edinger, Paul J., M.A.'34, Syracuse Univ.; Supvg. Prin. of Central Sch., North Rose, N. Y., since 1941.

Egdorf, M. F., B.S.'33, Northwest Mo. State Col.; M.S.'39, Univ. of Ill.; Supt. of Sch., Garden City, N. Y., since 1952.

Ehrenfeld, Abraham, B.A.'10, M.S.'23, City Col. of the City of N. Y.; Ph.D.'36, N. Y. Univ.; Asst. Supt. of Sch., New York, N. Y., since 1947.

Eldred, Arvie, A.B.'05, A.M.'21, Williams Col.; Pd.D.'25, N. Y. State Col. for Tchrs.; Exec. Secy., N. Y. State Tchrs. Assn., Albany, N. Y., 1930-51 (retired). Address: 26 South Lake Ave., Troy, N. Y.

Elkema, Charles E., A.B.'22, Univ. of Iowa; A.M.'40, Tchrs. Col., Columbia Univ.; Ed.D.'45, N. Y. Univ. Address: 4 Elk St., Albany, N. Y.

Elliott, Lloyd H., M.A.'39, W. Va. Univ.; Ed.D.'48, Univ. of Colo.; Assoc. Prof. of Educ., Cornell Univ., Ithaca, N. Y., since 1948.

Elsbree, Willard S., Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., and Exec. Officer, Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1928.

Endicott, William E., B.A.'38, Union Col. (N. Y.); Bus. Mgr., Guilderland Central Sch. Dist., Guilderland Center, N. Y., since 1953.

Endres, Joseph J., '12, N. Y. State Tchrs. Col., Oswego; '16, Columbia Univ.; Chief, Bureau for Handicapped Children, State Educ. Dept., Albany, N. Y., since 1926.

*Engelhardt, N. L., A.B.'03, Yale Univ.; Ph.D.'18, Columbia Univ.; Pres., American Assn. of Sch. Admin., 1944-45; Honorary Life Member, American Assn. of Sch. Admin.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.

Engelhardt, N. L., Jr., B.S.'29, Yale Univ.; M.A.'37, Ph.D.'39, Tchrs. Col., Columbia Univ.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.

Enzer, Milton M., Dir. of Pub. Relations, Yale and Towne Mfg. Co., Rye, N. Y.

Epting, Roy W., B.S.'27, Colgate Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Warwick, N. Y., since 1938.

Essert, Paul L., B.A.'22, Univ. of Wyo.; M.A.'30, Colo. State Col. of Educ.; Ed.D. '41, Tchrs. Col., Columbia Univ.; Prof. of Educ., and Exec. Officer, Inst. of Adult Educ., Columbia Univ., New York, N. Y., since 1947.

Essex, Don L., A.B.'17, M.A.'25, Ind. Univ.; Ph.D.'30, Tchrs. Col., Columbia Univ.; Dir., Sch. Bldgs. and Grounds Div., State Educ. Dept., Albany, N. Y., since 1942.

Euvrard, Louis E., B.S.'29, M.A.'33, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Tuxedo Park, N. Y., since 1944.

Evans, Sheldon J., B.A.'40, Union Col.; M.B.A.'51, Columbia Univ.; D.Ed.'53, Tchrs. Col., Columbia Univ.; Bus. Mgr., Pub. Sch., Mamaroneck, N. Y., since 1953.

Evenden, Edward S., Diploma '03, Oregon Normal Sch., Monmouth; A.B.'10, A.M.'11, Stanford Univ.; Ph.D.'19, Columbia Univ.; Prof. of Educ. and Exec. Officer of Advanced Sch. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1919.

Ewing, Parmer L., B.S.'30, M.S.'34, Univ. of Ill.; Ed.D.'50, N. Y. Univ.; Supt. of Sch., Buffalo, N. Y., since 1953.

Farley, Edgar S., A.B.'41, Nebr. State Tchrs. Col., Kearney; M.A.'44, Univ. of Nebr.; Prin., Jr. H. S., Garden City, N. Y., since 1954.

Farron, Anthony T., A.B.'37, Lafayette Col.; M.A.'52, New York Univ.; Supvg. Prin., H. S., Maybrook, N. Y., since 1952.

Faust, Edwin C., B.A.'46, St. Francis Col. (Pa.); M.A.'50, Fordham Univ.; Supvg. Prin. of Union Sch., Copiague, N. Y., since 1949.

*Felix, Allen O., B.A.'39, Univ. of Colo.; M.A.'48, Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. and Research Assoc., Citizenship Educ. Project, Tchrs. Col., Columbia Univ., New York, N. Y.

Fennell, Edward G., M.S. in Ed.'49, Bucknell Univ.; Ed.D.'53, Cornell Univ.; Supvg. Prin. of Central Sch., Newfield, N. Y., since 1953.

Ferguson, Harold S., B.S.'26, Col. for Tchrs. at Albany (N. Y.); M.A.'39, N. Y. Univ.; Prin., Island Trees Memorial Sch., Levittown, N. Y., since 1953.

Fern, George H., B.S.'29, Texas A. and M. Col.; Assoc. Dir., Educ. Dept., Natl. Assn. of Mfrs., New York, N. Y., since 1949.

Festa, Felix V., M.A.'31, Columbia Univ.; Supvg. Prin., Clarkstown Central Sch., Congers, N. Y., since 1949.

Field, Charles H., B.S.'29, Alfred Univ.; M.A.'38, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Waterford, N. Y., since 1939.

Fields, Ralph R., A.B.'29, Univ. of Ariz.; M.A.'34, Ed.D.'40, Stanford Univ.; Prof. of Educ., and Dir., Div. of Instr., Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.

Fisher, Edwin L., B.S.'25, Hobart Col.; M.A.'32, Columbia Univ.; Supvg. Prin. of Westfield Acad. and Central Sch., Westfield, N. Y., since 1953.

Fisk, Robert S., B.A.'35, Grinnell Col.; M.A.'40, Univ. of Minn.; Ed.D.'43, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Univ. of Buffalo, Buffalo, N. Y., since 1953.

*Fitzgerald, James A., A.B.'15, A.M.'24, Univ. of S. Dak.; Ph.D.'31, State Univ. of Iowa; Prof. of Educ., Fordham Univ., New York, N. Y., since 1939.

Fletcher, Ervin R., A.B.'27, Hamilton Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Jervis, N. Y., since 1946.

Fletcher, (Mrs.) Eudora, M.A.'26, Fordham Univ.; Prin., Pub. Sch. 99, Brooklyn, N. Y., since 1931.

Floody, Ralph W., B.S.'30, N. Y. State Col. for Tchrs., Albany; M.A.'35, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Smithtown, N. Y., since 1938.

Forbes, Harold W., B.S. in M.E.'33, Clarkson Col. of Tech.; M.S.'41, N. Y. State Col. for Tchrs., Albany; Supvg. Prin., Whitesboro Central Sch., Whitesboro, N. Y., since 1948.

Ford, Prentice C., B.A.'27, Univ. of Mich.; Vicepres., The American School Publishing Corp., New York, N. Y., since 1928.

Foreman, Lester B., B.S.'26, Cornell Univ.; M.A.'41, Univ. of Rochester; Dist. Supt. of Sch., Pittsford, N. Y., since 1936.

Forester, John J., B.S.'25, Washington Univ.; M.A.'28, Colo. State Col. of Educ.; Supt. of Pub. Sch. Dist., Uniondale, N. Y., since 1953.

Fox, Benedict, B.S.'17, N. Y. Univ.; M.A. '36, Columbia Univ.; Asst. Supt. of N. Y. City Sch., Corona, N. Y., since 1953.

Fox, Jesse G., A.B.'04, City Col. of the City of N. Y.; Asst. Supt., New York City Sch., Brooklyn, N. Y., since 1944.

Frasure, Kenneth Jones, B.Ed.'37, Southern Ill. Univ.; M.A.'40, Ed.M.'45, Ed.D.'48, Univ. of Ill.; Prof. of Educ., N. Y. State Col. for Tchrs., Albany, N. Y., since 1948.

Frazer, Minnie S., Prin., Roseton Sch., Roseton, N. Y., since 1923.

Frazer, Ralph, Prin. of Sch., 102 Elm St., Buffalo, N. Y.

Freeborn, Malcolm J., B.Arch.'30, M.S.Ed. '46, Cornell Univ.; Dir. of Educ., George Junior Republic Assn., and Prin., Hunt Memorial Sch., Freeville, N. Y., since 1946.

French, Will, A.B.'12, Univ. of Kansas; A.M.'22, Ph.D.'33, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1937.

Fretwell, Elbert K., Jr., A.B.'44, Wesleyan Univ.; A.M.'48, Harvard Univ.; Ph.D.'53, Columbia Univ.; Asst. Prof., Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.

Friedrichs, Donald Edwin, A.B.'43, Antioch Col.; M.Ed.'48, Univ. of Vt.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Prin. of Scotia Jr. H. S., Scotia, N. Y., since 1953.

Fuller, Cecil W., B.S.'35, M.A.'41, New York Univ.; Supvg. Prin. of Sch., Seaford, N. Y., since 1939.

Fuller, Delbert O., Ph.B.'20, Brown Univ.; M.A.'33, Columbia Univ.; Supt., Pub. Sch. of the Tarrytowns, Tarrytown, N. Y., since 1952.

Fundis, Fred P., A.B.'40, New York State Col. for Tchrs., Albany; M.S.'46, Cornell Univ.; Prin., Central Sch., Skaneateles, N. Y., since 1945.

Funk, Howard V., B.S.'23, Univ. of Wis.; Supt. of Sch., Bronxville, N. Y., since 1946.

Furlong, F. R., B.S.'33, M.A.'35, St. Lawrence Univ.; Supvg. Prin. of Sch., Sea Cliff, N. Y., since 1941.

*Gage, Snyder J., B.A.'99, Union Col.; Ph.B. '01, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Newburgh, N. Y., 1938-53 (retired).

Gallagher, Lawrence H., A.B.'38, Yale Univ.; M.A.'46, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., East Islip, N. Y., since 1952.

Galloway, Henry E., B.A.'27, Union Col. (N. Y.); Supvg. Prin. of Chenango Valley Central Schs., Binghamton, N. Y., since 1951.

Gannon, Edmund J., Diploma '20, Maxwell Tr. Sch. for Tchrs.; B.S.'24, M.S. in Ed. '28, City Col. of the City of N. Y.; Ed.D. '39, Tchrs. Col., Columbia Univ.; Assoc. Supt. of N. Y. City Schs., Brooklyn, N. Y., since 1953.

Gannon, Francis Xavier, B.S.'43, St. Peters Col. (N. J.); M.S.'50, Fordham Univ.; Prin. of Grammar Sch., New City, N. Y., since 1951.

Gans, Leo, B.B.A.'32, Univ. of Minn.; M.A. '36, Ed.D.'41, Tchrs. Col., Columbia Univ.; Editor, H. S. Div., American Bk. Co., New York, N. Y., since 1953.

Garrison, M. Kimball, B.S.'40, M.S.'45, N. Y. State Tchrs. Col., Albany; Prin. of West Hempstead Jr.-Sr. H. S., West Hempstead, N. Y., since 1953.

Garthe, Edith L., A.B.'26, Russell Sage Col.; M.A.'30, Columbia Univ.; Assoc. Editor, *N. Y. State Educ.*, Albany, N. Y., since 1949.

Gates, Arthur I., A.B.'14, M.A.'15, Univ. of Calif.; Ph.D.'17, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1917.

Gatje, George H., Ch.E.'21, Rensselaer Polytech. Inst.; M.A.'24, Ed.D.'41, Columbia Univ.; Supt. of Sch., Bay Shore, N. Y., since 1939.

Gewirtz, Max, B.A.'13, City Col. of the City of New York; Asst. Supt., New York City Sch., Pub. Sch. 11, Queens, Woodside, N. Y.

Gillies, Harry W., B.S.Com.'37, M.A.Pol. Sc.'47, Northwestern Univ.; Archt., Perkins & Will, White Plains, N. Y., since 1950.

Goff, Howard L., A.B.'28, N. Y. State Tchrs. Col., Albany; M.A.'33, Columbia Univ.; Supt. of Sch., East Greenbush, N. Y., since 1953.

Good, Harry I., B.C.S.'20, New York Univ.; B.S.'27, M.A.'31, Univ. of Buffalo; Deputy Supt. of Sch., Buffalo, N. Y., since 1937.

Goold, G. Howard, B.S.'39, Hobart Col.; M.A.'37, Cornell Univ.; Exec. Secy., N. Y. State Tchrs. Assn., Albany, N. Y., since 1951.

Gould, Henry M., A.B.'12, City Col. of the City of N. Y.; M.A.'27, Columbia Univ.; Ph.D.'42, N. Y. Univ.; Prin. of Winthrop Jr. H. S., since 1942, and Pres., Brooklyn Tchrs. Assn., Brooklyn, N. Y.

Grace, Alonzo G., A.B.'17, A.M.'20, Univ. of Minn.; Ph.D.'32, Western Reserve Univ.; Sc.D.'46, Boston Univ.; L.H.D. '51, Springfield Col.; Assoc. Dean and Prof. of Educ., Sch. of Educ., New York Univ., New York, N. Y., since 1951.

Grafflin, Douglas G., B.A.'31, Ohio Univ.; M.A.'33, N. Y. Univ.; Dist. Prin., Pub. Sch., Chappaqua, N. Y., since 1942.

Gragg, William L., B.S.'39, Ind. Univ.; Ph.D.'49, Cornell Univ.; Supt. of Sch., Ithaca, N. Y., since 1951.

*Graves, Frank Pierrepont, A.M.'90, A.M.'91, Columbia Univ.; Ph.D.'92, Boston Univ.; Litt.D.'97, Heidelberg Col.; LL.D.'97, Hanover Col.; Ph.D.'12, Columbia Univ.; LL.D.'20, Oberlin Col.; L.H.D.'21, Tufts Col.; L.H.D.'22, Colgate Univ.; LL.D.'22, Hobart Col.; LL.D.'22, Hamilton Col.; Litt.D.'23, Univ. of Rochester; LL.D.'26, Union Univ.; LL.D.'28, Alfred Univ.; LL.D.'29, Col. of William and Mary; LL.D.'29, Columbia Univ.; LL.D.'30, Univ. of Mo.; LL.D.'30, Syracuse Univ.; LL.D.'30, Juniata Col.; LL.D.'31, Niagara Univ.; LL.D.'33, Ohio Univ.; LL.D.'33, Fordham Univ.; Litt.D.'35, Canisius Col.; LL.D.'35, St. Bonaventure's Col.; LL.D.'36, Manhattan Col.; LL.D.'37, Univ. of Wyo.; D.C.L.'38, Ursinus Col.; LL.D.'38, George Washington Univ.; LL.D.'38, Houghton Col.; LL.D.'38, Bucknell Univ.; LL.D.'39, Wash. Col.; LL.D.'39, Boston Univ.; LL.D.'39, Western Reserve Univ.; LL.D.'39, Miami Univ.; J.U.D.'40, Univ. of Pa.; LL.D.'40, Bethany Col.; D.C.L.'40, Univ. of the South; LL.D.'40, St. John's Univ.; L.H.D.'40, Yeshiva Col.; LL.D.'40, Univ. of the State of New York; Honorary Life Member, American Assn. of Sch. Admin.; Pres., Univ. of the State of New York and State Commr. of Educ., Albany, N. Y., 1921-1940. Address: 303 Woodlawn Ave., Albany, N. Y.

Graybill, Henry J., A.B.'19, A.M.'20, Franklin and Marshall Col.; A.M.'22, Columbia Univ.; Prin. of Albert Leonard Jr. H. S., New Rochelle, N. Y., since 1930.

Green, James H., B.S.'15, Colgate Univ.; M.A.'35, Univ. of Rochester; Supt. of Sch., Tonawanda, N. Y., since 1941.

Greenbaum, Rabbi Bernard, Prin. of Yeshiva of Spring Valley, Spring Valley, N. Y.

Greenberg, Benjamin B., Ed.D.'38, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New York, N. Y., since 1931.

Greenberg, Jacob, Ph.D.'36, N. Y. Univ.; Deputy Supt. of N. C. City Sch., Brooklyn, N. Y., since 1953.

Greenwell, R. Ernest, A.B.'35, Gettysburg Col.; M.A.'43, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Montgomery, N. Y., since 1943.

Grefe, Frederick E., B.S.'35, Syracuse Univ.; Ed.M.'41, Univ. of Buffalo; Coordinator of Research and Planning, Pub. Sch., Kenmore, N. Y., since 1953.

Gregg, Hugh W., B.S.'21, Colgate Univ.; Supt. of Sch. Dist. 13, Corning, N. Y., since 1933.

Griffin, Francis E., A.B.'28, N. Y. State Col. for Tchrs., Albany; M.A.'38, Cornell Univ.; Chief, Bureau of Rural Admin. Serv., State Educ. Dept., Albany, N. Y., since 1943.

Griffin, Michael T., B.S.'36, N. Y. State Tchrs. Col., Albany; M.A.'47, N. Y. Univ.; Supt. of Sch., Mechanicville, N. Y., since 1954.

Griffiths, Daniel E., B.Ed.'40, Tchrs. Col. of Conn.; M.Ed.'49, Univ. of N. H.; Ph.D. '52, Yale Univ.; Asst. Prof. of Educ., and Dir. of Admin. Seminar Project, State Univ. of N. Y., Col. for Tchrs., Albany, N. Y., since 1951.

Grimes, Joseph, Jr., B.S.'47, Panzer Col.; M.A.'48, N. Y. Univ.; Prin. of Howell Rd. Elem. Sch., Valley Stream, N. Y., since 1952.

Gross, Harry W., B.S.'27, New York Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Dist. Supt. of Nassau Sch. Dist. 2, Mineola, N. Y., since 1941.

Guerry, G. Mercer, M.A.'38, N. Y. Univ.; Dist. Prin. of Sch., Carle Place, N. Y., since 1951.

Haessig, William B., B.E.'42, N. Y. State Tchrs. Col., Oswego; M.S. in Ed.'48, Syracuse Univ.; Supvg. Prin., The Hills Sch., Huntington, N. Y., since 1949.

Hafer, Lilla D., A.B.'23, A.M.'26, Tchrs. Col., Columbia Univ.; Dir., Early Childhood Educ., N. Y. City Sch., Brooklyn, N. Y., since 1949.

Hager, Harold V., A.B.'26, Colgate Univ.; M.A.'35, Syracuse Univ.; LL.D.'45, Hartwick Col.; Supt. of Sch., Oneonta, N. Y., since 1945.

Hague, Gordon A., B.S.'25, Ed.M.'33, Univ. of Buffalo; Asst. Supt. of Sch., Kenmore, N. Y., since 1953.

Hakes, W. Gaylord, B.S.'28, Colgate Univ.; M.A.'32, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., 2nd Supvy. Dist. of Dutchess Co., Poughkeepsie, N. Y., since 1941.

Hall, James Alonzo, A.B.'28, Ed.D.'48, Univ. of Denver; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Washington, L. I., N. Y., since 1953.

Hammond, Maurice S., B.S.'29, St. Lawrence Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ed.D.'39, New York Univ.; Supt. of Sch., North Syracuse, N. Y., since 1950.

Hanson, Abel A., B.Ed.'30, Ill. State Normal Univ.; M.S.'35, Univ. of Ill.; D.Ed. '41, Columbia Univ.; Genl. Secy., Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.

Hardy, H. Claude, A.B.'11, Wesleyan Univ.; M.A.'21, Univ. of Rochester; M.A.'23, Syracuse Univ.; Ph.D.'31, New York Univ.; Dir. of Pub. Relations, Hartwick Col., Oneonta, N. Y.

Hare, Dudley, M.A. in Adm.'38, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ossining, N. Y., since 1953.

Harney, Thomas E., B.Ed.'27, Wis. State Tchrs. Col., Superior; M.A.'29, Univ. of Notre Dame; Supt. of Sch., Dunkirk, N. Y., since 1942.

Hartmuller, Arthur H., M.A.'48, N. Y. Univ.; B.E.'46, N. Y. State Tchrs. Col., Potsdam; Supvg. Prin. of Sch., Stony Point, N. Y., since 1950.

Hartstein, Jacob I., B.A.'32, Yeshiva Col.; M.S.'33, City Col. of the City of New York; M.A.'36, Columbia Univ.; Ph.D.'45, New York Univ.; Prof. of Educ. and Dean, Grad. Sch., Yeshiva Univ., since 1944; Prof. and Head, Educ. and Psych., since 1945, and Dean of the Grad Sch., Long Island Univ., Brooklyn, N. Y., since 1953.

*Hartwell, Ernest C., B.A.'05, Albion Col.; M.A.'10, Univ. of Mich.; Pd.D.'28, N. Y. State Col. for Tchrs., Albany; D.Ed.'30, Albion Col.; Pres., Dept. of Superintendence, 1918-19; Honorary Life Member, American Assn. of Sch. Admin. Address: Box 29, Brockport, N. Y.

Hasseltine, Erwin K., B.S.'27, Middleburg Col.; M.A.'38, New York Univ.; Supvg. Prin., Katonah, N. Y., since 1944.

Hausner, Harold S., B.S.'38, Ithaca Col. (N. Y.); Dist. Supt. of Sch., Mohawk, N. Y., since 1936.

Hawley, Robert G., Col. Dept., Harper & Brother, 49 E. 33rd St., New York, N. Y.

Haynes, Andrew Francis, A.B.'30, Univ. of Rochester; M.A.'36, N. Y. Univ.; Supvg. Prin. of Sch., Fillmore, N. Y., since 1936.

Hazelton, J. C., Sales Mgr., Henry Holt and Co., New York, N. Y.

Heiman, Vernon W., A.B.'29, Alfred Univ.; Dist. Prin. of Sch., Woodlawn, Buffalo, N. Y., since 1936.

Helfer, Martin A., B.S.'27, Dartmouth Col.; M.S.'37, Syracuse Univ.; Supt. of Sch., Binghamton, N. Y., since 1947.

Helmer, Robert Donald, B.E.'46, N. Y. State Tchrs. Col., Oneonta; M.S.'51, Syracuse Univ.; Exec. Secy., Central N. Y. Sch. Study Council, Sch. of Educ., Syracuse Univ., Syracuse, N. Y., since 1953.

Helmes, Charles T., M.A.'46, New York Univ.; Dist. Prin., Union Free Sch. Dist. 1, South Salem, N. Y., since 1945.

Hemstreet, A. Earle, Ph.B. and Ped.B.'11, Syracuse Univ.; M.A.'23, Columbia Univ.; Prin., Riverside Elem. Sch. 60, Buffalo, N. Y., since 1936.

Henrickson, Velma W., B.S.'26, M.A.'29, Tchrs. Col., Columbia Univ.; Prin., East Sch., Long Beach, L. I., N. Y., since 1927.

*Herber, Howard T., A.B.'25, Ursinus Col.; A.M.'26, Ph.D.'38, Tchrs. Col., Columbia Univ.; Supt. of Sch., Malverne, L. I., N. Y., since 1931.

Hereford, Karl T., Assoc. Editor, *The School Executive*, American Sch. Publishing Corp., 470 Fourth Ave., New York, N. Y., since 1953.

Herrington, Walter J., A.B.'17, N. Y. State Col. for Tchrs., Albany; M.A.'23, Columbia Univ.; Supvg. Prin. of Williamsville Br. H. S., Buffalo, N. Y., 1924-54 (retired).

Hetherington, Charles George, B.S.'16, LL.D. '54, Colgate Univ.; M.S.'17, Pa. State Col.; Ph.D.'34, N. Y. Univ.; Supt. of Sch., since 1937, and Acting Pres., Auburn Community Col., Auburn, N. Y., since 1954.

Hewes, Earl D., Diploma '16, Tchrs. Col., Columbia Univ.; Supt. of Sch., Beacon, N. Y., 1919-54 (retired). Address: R.D. 3, Little Falls, N. Y.

Hickey, Joseph J., B.S.'42, Catholic Univ. of America; M.A.'48, Columbia Univ.; Supvg. Prin. of Grammar Sch., Orangeburg, N. Y., since 1952.

Hicks, Alvin W., B.A.'34, Tulsa Univ.; M.Ed.'39, Univ. of Okla.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Rye Neck Pub. Sch., Mamaroneck, N. Y., since 1942.

Hicks, Samuel I., A.B.'24, Univ. of Mich.; M.A.'27, Ed.D.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Pearl River, N. Y., since 1932.

Hirst, Eric A., B.S. and M.A.'39, Ed.D.'53, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Wyandanch, N. Y., since 1953.

*Hodge, Lamont F., A.B.'97, A.M.'21, Pd.D. '26, Colgate Univ. Address: 448 Clinton Ave., Albany, N. Y.

Hoeldtke, Ernest H., B.S.'32, Wheaton Col.; M.A.'35, N. Y. Univ.; Supt. of 2nd Dist., Erie Co. Schs., Buffalo, N. Y.

Hoffman, M. Gazelle, B.A.'11, Elmira Col.; M.A.'26, Columbia Univ.; Dist. Supt. of Sch., Lewiston, N. Y., since 1915, and Lecturer, N. Y. State Tchrs. Col., Buffalo, N. Y., since 1931.

Holden, Fox D., B.S.'20, Ed.M.'38, Univ. of Rochester; Supt. of Sch., Poughkeepsie, N. Y., since 1938.

Holland, G. Kenneth, A.B.'29, LL.D.'46, Occidental Col.; M.A.'31, Princeton Univ.; Cert.'31, Univ. of Grenoble, France; Cert. '32, Univ. of Paris, France; LL.D.'51, Middlebury Col.; LL.D.'52, Antioch Col.; Pres., Inst. of International Educ., New York, N. Y., since 1950.

Hollister, Harold Edmund, A.B.'17, Middlebury Col.; A.M.'36, N. Y. State Col. for Tchrs., Albany; Dist. Supt. of Sch., White Plains, N. Y., since 1941.

Hooker, Charles J., B.S.'14, Colgate Univ.; M.A.'24, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch., Goshen, N. Y., since 1924.

Hoover, W. Wendell, A.B.'42, McKendree Col.; M.A.'47, Washington Univ.; Supt. of Sch., Rye, N. Y., since 1950.

Hopke, William E., A.B.'39, M.A.'46, N. Y. State Tchrs. Col., Albany; Ed.D.'50, Tchrs. Col., Columbia Univ.; Exec. Asst., Office of Placement and Field Relations, Tchrs. Col., Columbia Univ., New York. N. Y., since 1950.

Hopkins, Johanna Marie, Diploma '14, Brooklyn Tr. Sch. for Tchrs.; B.S.'37, M.A.'38, New York Univ.; Asst. Dist. Supt. of Sch., Jackson Hgts., New York, N. Y., since 1942.

Horn, Francis H., A.B.'30, Dartmouth Col.; M.A.'34, Univ. of Va.; M.A.'42, Ph.D.'49, Yale Univ.; Pres., Pratt Inst., Brooklyn, N. Y., since 1953.

Horsman, Louis C., Prin. of H. S., Port Jervis, N. Y.

Horton, Joseph S., M.A.'39, Albany State Col.; Supt. of Sch., Little Falls, N. Y., since 1951.

Hossfield, George L., Dir., Tchrs. Advisory Serv., Underwood Corp., New York, N. Y., since 1914.

Hostler, Amy M., B.S.'30, M.A.'34, Western Reserve Univ.; Pres., Mills Col. of Educ., New York, N. Y., since 1941.

Houseman, W. Lynn, B.S.'08, Colgate Univ.; M.A.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Geneva, N. Y., since 1926.

Hoyt, Eugene G., B.S.'34, Middlebury Col.; M.E.'47, Univ. of Vt.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Supvg. Prin., Union Free Sch. Dist. 12, Brentwood, L. I., N. Y., since 1954.

Huggard, Ethel F., M.S. in Ed.'29, City Col. of the City of New York; Assoc. Supt. of New York City Sch., Elem. Div., 110 Livingston St., Brooklyn, N. Y., since 1941.

Hughson, Arthur, A.B.'16, City Col. of the City of New York; A.M.'18, Columbia Univ.; Asst. Supt. of Sch., Brooklyn, N. Y., since 1948.

Hyatt, Vernon M., B.S.'29, M.S.'37, Syracuse Univ.; Supvg. Prin. of Seneca-Gorham-Potter Central Sch., Gorham, N. Y., since 1932.

Irvine, William Lloyd, A.B.'42, M.Ed.'47, Univ. of Maine; Ph.D.'52, Cornell Univ.; Asst. Supt. of Sch., Ithaca, N. Y., since 1953.

Israel, E. Philip, B.A.'32, Univ. of Buffalo; Diplôme d'études Francaises'33, Univ. of Grenoble, France; M.A.'49, Tchrs. Col., Columbia Univ.; Educ. Dir., Hudson Country Sch., New Rochelle, N. Y., since 1937.

Jackson, James B., B.Ed.'46, N. Y. State Tchrs. Col., Geneseo; M.S.'48, N. Y. State Col. for Tchrs., Albany; Asst. Supt. of Sch., Union Free Sch. Dist. 4, Huntington, N. Y., since 1952.

Jammer, George F., B.S.'19, Bucknell Univ.; M.A.'26, Columbia Univ.; Supt. of Sch., Lockport, N. Y., since 1943.

Jansen, William, B.S.'08, M.A.'13, Ed.D.'40, Tchrs. Col., Columbia Univ.; LL.D.'47, Union Col.; LL.D.'48, Gettysburg Col.; L.H.D.'54, Columbia Univ.; Supt. of New York City Sch., Brooklyn, N. Y., since 1947.

Jansson, John P., B.Arch.'47, Pratt Inst.; A.I.A.'49; Archt., Ketchum, Gina and Sharp, New York, N. Y., since 1952.

Jean, Sally Lucas, A.M.'24, Bates Col.; Health Educ. Consultant, The Natl. Found. for Infantile Paralysis, New York, N. Y., since 1943.

Jennings, Harold M., A.B.'13, M.A.'15, Cornell Univ.; Supt. of Sch., Mt. Kisco, N. Y., 1920-54.

Jensen, Louis B., B.S.'36, A.M.'37, Boston Univ.; Bus. Mgr., Horace Mann Sch., New York, N. Y., since 1952.

Jensen, Richard A., A.B.'28, N. Y. State Col. for Tchrs., Albany; M.A.'38, Cornell Univ.; Supt. of Sch., North Tonawanda, N. Y., since 1946.

Johnson, Carroll F., A.B.'35, Univ. of Chattanooga; M.S. in Ed.'40, Univ. of Ga.; M.A.'47, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., White Plains, N. Y., since 1954.

Johnson, Charles Stanley, Ed.D.'43, N. Y. Univ.; Supvg. Prin., Union Free Sch. Dist. 18, Massapequa, N. Y., since 1953.

Johnson, F. Wright, B.S.'35, M.S. in Ed. Adm.'46, Syracuse Univ.; Supvg. Prin. of Valley Central Sch., Sauquoit, N. Y., since 1951.

Johnson, Herbert F., B.S.'30, Univ. of Minn.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rockville Centre, N. Y., since 1952.

Jones, Evan E., A.B.'16, Hamilton Col. (N. Y.); M.A.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Port Chester, N. Y., since 1934.

Jones, J. Wilbert, M.S.'38, Syracuse Univ.; Supt. of Sch., Southampton, N. Y., since 1949.

Jones, Willard T., A.B.'25, M.A.'30, Syracuse Univ.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ballston Spa, N. Y., since 1933.

Jones, William, M.A.'40, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Sch., Roscoe, N. Y., since 1945.

Jones, William Edward, B.S.Ed.'40, M.S.Ed. '51, N. Y. State Tchrs. Col., Buffalo; Prin. of Sch. Dist. 4, Lancaster, N. Y., since 1950.

Joslyn, William F., A.B.'34, Houghton Col.; Ed.M.'45, St. Bonaventure Col.; Supt., Central Sch. Dist., Penn Yan, N. Y., since 1952.

Joyce, Leo A., B.S.'23, M.Ed.'41, Canisius Col.; Supt. of Sch., Lackawanna, N. Y., since 1941.

Juckett, Edwin A., A.B.'25, M.A.'35, N. Y. State Tchrs. Col., Albany; Supvg. Prin. of Sch., Hyde Park, N. Y., since 1939.

Kadel, G. Welty, B.S.'30, Gettysburg Col.; M.Ed.'38, Rutgers Univ.; Admin. Asst., Union Free Sch. Dist. 23, Wantagh, N. Y., since 1953.

Kaemmerlen, John T., A.B.'16, A.M.'17, New York Univ.; Supt. of Sch., Hudson, N. Y., since 1938.

Kaminski, Leo A., Diploma'24, N. Y. State Tchrs. Col., Buffalo; B.S.'40, M.Ed.'47, Canisius Col.; Supt. of Sloan Pub. Sch., Buffalo, N. Y., since 1953.

Kauffman, Treva E., B.S.'11, Ohio State Univ.; M.A.'31, Columbia Univ.; State Supvr. of Home Economics Educ., State Educ. Dept., Albany, N. Y., since 1921.

Keating, J. Walter, B.Ed.'40, N. Y. State Tchrs. Col., Brockport; M.S. in Ed.'50, Cornell Univ.; Tchr., Central Sch., Gorham, N. Y., since 1944.

Keefe, Webster W., B.A.'32, Syracuse Univ.; M.A.'43, N. Y. Univ.; Supvg. Prin. of Central Sch., Somers, N. Y., since 1938.

Keeler, Donald S., A.B.'33, Colgate Univ.; M.A.'38, Columbia Univ.; Supt. of Sch., Elmira, N. Y., since 1954.

Kegan, E. Joseph, M.A.'41, N. Y. Univ.; Supvg. Prin. of Wappingers Central Sch., Wappingers Falls, N. Y., since 1943.

Keliher, Alice Virginia, B.S.'28, M.A.'29, Ph.D.'30, Tchrs. Col., Columbia Univ.; Prof. of Educ., N. Y. Univ., New York, N. Y., since 1945.

Keller, William E., Ed.D.'52, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch. Dist., Williamsville, N. Y., since 1954.

Kelley, Norman R., B.S.'30, Syracuse Univ.; Ed.M.'40, Univ. of Rochester; Supt. of Sch., Newark, N. Y., since 1947.

Kelly, M. Genevieve, B.S.'35, N. Y. Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Prin. of Jr. H. S., Long Beach, N. Y., since 1944.

Kelsey, R. Wilfred, B.S.'33, Haverford Col.; Dir., Educ. Div., Inst. of Life Insurance, New York, N. Y., since 1940.

Kennedy, Mary A., B.S.'26, M.A.'34, New York Univ.; Asst. Supt. of Sch., Jr. H. S. Div., 110 Livingston St., Brooklyn, N. Y., since 1936.

Kimball, Reginald Stevens, A.B.'21, A.M.'22, Brown Univ.; Ed.M.'29, Harvard Univ.; Ed.D.'41, New York Univ.; Dir., Civil Serv. Inst., Brooklyn, N. Y., since 1945.

Kimm, Willard I., A.B.'15, Columbia Univ.; H. S. and Col. Dept., Ginn and Co., New York, N. Y.

Kincaid, William Amos, A.B.'23, Ohio Univ.; M.A.'28, Ed.D.'46, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hempstead, N. Y., since 1947.

King, Dana M., B.S.'21, Greenville Col.; A.M.'30, Cornell Univ.; Supt. of Sch., Hudson Falls, N. Y., since 1938.

King, Lloyd W., A.B.'23, William Jewell Col.; A.M.'31, Univ. of Mo.; Exec. Secy., American Textbook Publishers Inst., New York, N. Y., since 1943.

Kittle, Henry A., B.A.'28, Pa. State Col.; Supvg. Prin. of Pub. Sch., Amityville, N. Y., since 1952.

Klein, Louis M., B.A.'29, N. Y. State Col. for Tchrs., Albany; M.A.'33, Cornell Univ.; Supt. of Sch., Harrison, N. Y., since 1936.

Knakal, Ladislav, Bus. Mgr., Island Trees Pub. Sch., Levittown, N. Y.

Knapp, Charles M., B.A.'37, M.Ed.'40, St. Lawrence Univ.; Supvg. Prin. of Griffith Inst. and Central Sch., Springville, N. Y., since 1947.

Kopp, O. W., B.Ed.'44, N. Y. State Col. for Tchrs., Albany; M.Ed.'48, St. Lawrence Univ.; D.Ed.'52, Columbia Univ.; Prof. of Educ. and Dir., Congdon Campus Sch., State Univ. Tchrs. Col., Potsdam, N. Y., since 1948.

Kroll, Abraham, B.S.'13, Columbia Col.; M.A.'30, Ph.D.'39, Fordham Univ.; Examiner, Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1947.

Krugman, Morris, B.S.'19, Polytech. Inst. of Brooklyn; M.A.'25, Ph.D.'28, N. Y. Univ.; Asst. Supt. of Sch. in chg. of Guidance, N. Y. City Sch., Brooklyn, N. Y., since 1947.

Krull, R. Pratt, B.A.'33, Univ. of Buffalo; Assoc. Supt. of Sch., Buffalo, N. Y., since 1939.

Krum, William J., Jr., A.B.'29, Hamilton Col.: M.A.'38, Ed.D.'52, Columbia Univ.; Supt. of Sch., Endicott, N. Y., since 1946.

Kullman, Nathan E., Jr., A.B.'37, M.A.'41, N. Y. State Col. for Tchrs., Albany; Ph.D. '50, Cornell Univ.; Dir. of Elem. Educ., State Univ. Tchrs. Col., Plattsburgh, N. Y., since 1952.

*Kulp, Claude L., B.S.'27, Univ. of Rochester; M.A.'30, Cornell Univ.; Prof. of Educ. and Supvr. of Experimental Program in Elem. Tchr. Educ., Sch. of Educ., Cornell Univ., Ithaca, N. Y., since 1952.

Lahr, John M., B.S.'25, Alfred Univ.; M.A. '35, Cornell Univ.; Ed.D.'38, New York Univ.; Supt. of Pub. Sch., Oyster Bay, L. I., N. Y., since 1950.

Laidlaw, Arthur J., B.S.'11, M.S.'13, St. Lawrence Univ.; Supt. of Sch., Kingston, N. Y., since 1939.

Lamb, Wallace Emerson, A.B.'26, M.A.'27, Clark Univ.; Ed.D.'49, Syracuse Univ.; Asst. Supt. of Sch., Hicksville, N. Y., since 1954.

Landis, Mildred M., B.S.'35, Alfred Univ.; M.A.'41, Columbia Univ.; Ed.D.'47, Harvard Univ.; Dual Prof. of Art and Educ., Sch. of Art, Syracuse Univ., Syracuse, N. Y., since 1949.

Landry, Herbert A., B.M.E.'21, Northeastern Univ.; M.S.'30, Mass. State Col.; Ph.D.'35, New York Univ.; Admin. Research, Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1937.

Langfitt, R. Emerson, B.S. in Ed.'20, Ohio Univ.; A.M.'26, Tchrs. Col., Columbia Univ.; Ed.D.'38, New York Univ.; Prof. of Educ., New York Univ., New York, N. Y., since 1938.

Langworthy, Philip B., A.B.'34, Union Col.; M.A.'38, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Hastings-on-Hudson, N. Y., since 1951.

Lant, Kenneth A., M.A.'40, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Jericho, Long Island, N. Y., since 1945.

Larson, Jordan L., B.A.'22, M.A.'31, State Univ. of Iowa; M.A.'51, Ed.D.'51, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1954-55; Supt. of Sch., Mt. Vernon, N. Y., since 1946.

Lawler, Marcella Rita, Ed.D.'49, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Exec. Officer, Curriculum Serv. Center, Tchrs. Col., Columbia Univ., New York, N. Y., since 1949.

Lawrence, William F., B.S.'33, Ursinus Col.; M.A.'37, Ed.D.'47, New York Univ.; Supt. of Sch., Wantagh, Long Island, N. Y., since 1952.

Lawson, Dorothy S., B.S.'20, Russell Sage Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Chief, Bur. of Home Ec. Educ., State Educ. Dept., Albany, N. Y., since 1947.

Lazar, May, Ph.D.'37, Columbia Univ.; Asst. Dir., Bur. of Educ. Research, New York City Bd. of Educ., Brooklyn, N. Y., since 1946.

LeBaron, Walter A., M.A. in Ed.'37, Tchrs. Col., Columbia Univ.; Chief, Bureau of Elem. Sch. Supvn., State Educ. Dept., Albany, N. Y., since 1951.

LeBarron, Erie H., M.A.'33, Columbia Univ.; Ed.D.'47, New York Univ.; Supt. of Sch., Hicksville, N. Y., since 1936.

Leggett, Stanton, A.B.'38, Columbia Univ.; M.A.'39, Ph.D.'48, Tchrs. Col., Columbia Univ.; Educ. Consultant, Engelhardt, Engelhardt and Leggett, New York, N. Y., since 1947.

Levenson, Samuel M., B.S.'16, M.A.'20, Ph.D.'32, New York Univ.; Asst. Supt. of New York City Sch., 856 Quincy St., Brooklyn, N. Y., since 1945.

Leverich, Frederick J., B.A.'25, Alfred Univ.; M.A.'31, Cornell Univ.; Dir. of Grades and Jr. High Schs., Elmira, N. Y.

Lewis, Charles E., M.A.'34, Cornell Univ.; Supvr. Prin. of Sch., Callicoon, N. Y., since 1939.

Lieberman, Elias, B.A.'03, City Col. of the City of N. Y.; M.A.'06, Ph.D.'11, N. Y. Univ.; Assoc. Supt. of N. Y. City Sch., Brooklyn, N. Y., 1940-54 (retired).

Lindbloom, Ray L., A.B.'30, M.A.'37, Colo. State Col. of Educ.; Supvg. Prin. of Union Free Sch. Dist. 16, Elmont, N. Y., since 1947.

Linden, Arthur V., B.S.'33, M.A.'35, Tchrs. Col., Columbia Univ.; Ed.D.'41, Arnold Col.; Assoc. Dir. of Student Personnel in chg. of Field Relations and Placement, Tchrs. Col., Columbia Univ., New York, N. Y., since 1936.

Lindsey, Morton Cole, M.A.'29, New York Univ.; Supvg. Prin., Hendrick Hudson H. S., Montrose, N. Y., since 1943.

Linn, Henry H., A.B.'18, Nebr. State Tchrs. Col., Peru; M.A.'22, Univ. of Nebr.; M.A. '26, Ph.D.'29, Tchrs. Col., Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1944.

Linton, Clarence, A.B.'19, Nebr. State Tchrs. Col., Wayne; M.A.'21, Univ. of Nebr.; Ph.D.'27, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1937.

Linton, Harry J., B.S.'21, Univ. of Nebr.; LL.D.'49, Union Col. (N. Y.); Supt. of Sch., Schenectady, N. Y., since 1946.

Lobaugh, Lawrence C., B.S.'27, Alfred Univ.; M.A.'42, New York Univ.; Supt. of Sch., Lindenhurst, L. I., N. Y., since 1947.

Lockhart, Raymond J., M.E.'20, Pratt Inst.; M.A.'31, Ed.D.'50, New York Univ.; Supt. of Sch., Massapequa, N. Y., since 1953.

Long, Edward W., A.B.'28, Syracuse Univ.; Prin., Dryden-Freeville Central Sch., Dryden, N. Y., since 1947.

Lonsdale, Richard C., B.A.'39, N. Y. State Col. for Tchrs., Albany; M.A.'46, Ed.D. '52, Syracuse Univ.; Assoc. Prof. of Educ., Syracuse Univ., Syracuse, N. Y., since 1947.

Lopardo, R. A., A.B.'21, Hamilton Col.; A.M.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Utica, N. Y., since 1951.

Lopez, Frank G., Sr. Assoc. Editor, *Architectural Record*, 119 West 40th St., New York, N. Y., since 1949.

Loretan, Joseph O., B.S. in Ed.'26, City Col. of the City of New York; M.A.'28, Ph.D. '30, Fordham Univ.; Supt., Sch. Dist. 23, 24, and Bronx Park Community Schs., Borough of the Bronx, New York, N. Y.

Lotz, Thomas M., B.S.'30, Syracuse Univ.; M.A.'39, Cornell Univ.; Supvg. Prin. of Sch., Sherburne, N. Y., since 1946.

Lovegrove, John R., Research Asst., Inst. of Admin. Research, Tchrs. Col., Columbia Univ., New York, N. Y.

Lowe, Wayne L., Ed.'31, Harvard Univ.; Supt. of Sch., Dobbs Ferry, N. Y., 1949-54 (retired). Address: Willsboro R.D., Essex, N. Y.

Luchsinger, Fred J., Bus. Mgr., Central Sch., North Syracuse, N. Y., since 1950.

Ludlum, Russell W., B.A.'31, N. Y. State Col. for Tchrs., Albany; M.A.'38, Cornell Univ.; Supvg. Prin. of Central Sch., Livingston Manor, N. Y., since 1952.

Lynch, Aloysius J., A.B.'24, Col. of the Holy Cross; M.A.'34, Fordham Univ.; Supt. of Sch., Haverstraw, N. Y., since 1937.

McChesney, Mildred F., A.B.'25, Russell Sage Col.; M.A.'31, N. Y. State Tchrs. Col., Albany; Supvr. of Citizenship Educ., State Dept. of Educ., Albany, N. Y., since 1940.

McCleary, Edward J., B.S.'33, Fordham Univ.; M.A.'36, Columbia Univ.; Ed.D. '41, N. Y. Univ.; Supt. of Sch., East Meadow, L. I., N. Y., since 1953.

McClelland, Don Wilson, B.S.'31, Bucknell Univ.; M.S.'37, Pa. State Univ.; Supt. of Sch., Waverly, N. Y., since 1937.

*McCormick, Felix J., B.S.'29, Bucknell Univ.; M.A.'41, N. J. State Tchrs. Col., Upper Montclair; Assoc., Inst. of Field Studies, Tchrs. Col., Columbia Univ., New York, N. Y., since 1948.

McKee, Louis E., B.S.'40, M.S.'42, Bucknell Univ.; Supvg. Prin. of H. S., Chester, N. Y., since 1952.

McLaughlin, Frederick C., B.S.'30, Univ. of Detroit; M.A.'38, Tchrs. Col., Columbia Univ.; D.Ed.'49, Columbia Univ.; CPEA, Tchrs. Col., Columbia Univ., New York, N. Y., since 1951.

*McNally, Harold J., B.S.'38, M.A.'40, Ph.D. '42, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1953.

MacCalman, Kenneth R., A.B.'21, Elon Col.; M.A.'30, Columbia Univ.; Supt. of Sch., Nyack, N. Y., since 1932.

MacDonald, Robert C., A.B.'16, Wesleyan Univ. (Conn.); M.A.'21, Columbia Univ.; Supt. of Sch., Fulton, N. Y., since 1954.

Mackenzie, Gordon N., B.S. and M.A.'29, Univ. of Minn.; Ed.D.'40, Stanford Univ.; Prof. of Educ., and Head, Dept. of Curriculum and Tchg., Tchrs. Col., Columbia Univ., New York, N. Y., since 1945.

MacKinnon, Robert Donald, Jr., B.Arch.'34, N. Y. Univ.; Archt., Ketchum, Gina and Sharp, New York, N. Y., since 1946.

MacNeill, H. J., Genl. Mgr., Binney and Smith Co., New York, N. Y.

MacVittie, Robert William, B.Ed.'44, N. Y. State Tchrs. Col., Oneonta; M.A.'46, Ed.D.'54, N. Y. Univ.; Prin. of Campus Sch. and Prof. of Elem. Sch. Admin., State Univ. of N. Y., Col. for Tchrs., Buffalo, N. Y., since 1953.

Mahoney, (Rev.) Charles J., A.B.'34, M.A. '36, Niagara Univ.; Ph.D.'41, Catholic Univ. of America; Supt. of Catholic Sch., Diocese of Rochester, Rochester, N. Y., since 1945.

Maleska, Eugene T., A.B.'37, M.A.'40, N. J. State Tchrs. Col., Upper Montclair; Prin., Jacob Schiff Sch., New York, N. Y., since 1952.

Manwaring, James R., A.B.'49, M.A.'53, Syracuse Univ.; Dir., Bureau of Sch. Serv., Syracuse Univ., Syracuse, N. Y., since 1953.

Maresca, Pat V., Dept. Asst., Tchrs. Col., Columbia Univ., New York, N. Y.

Marshall, James, LL.B.'20, Columbia Univ.; Member, Bd. of Educ., New York City Public Sch., 1935-52 (retired). Address: 521 Fifth Ave., New York, N. Y.

Martin, William H., M.S.'45, Syracuse Univ.; Supt. of Sch., Scotia, N. Y., since 1949.

Mason, Frank W., A.B.'25, Allegheny Col.; M.A.'40, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Gouverneur, N. Y., since 1949.

Matthews, Blanche, A.B.'25, Northwestern Univ.; M.A.'33, N. Y. Univ.; Educ. Consultant, Associated Tchrs. Agency, New York, N. Y., since 1951.

Meade, Mary E., A.B.'18, Hunter Col.; A.M.'26, Columbia Univ.; Ph.D.'35, Fordham Univ.; Prin. of Washington Irving H. S., New York, N. Y., since 1944.

Meeker, John B., B.A.'31, Trinity Col. (Conn.); Ed.M.'33, Rutgers Univ.; Supvg. Prin. of Sch., East Hampton, N. Y., since 1951.

Melby, Ernest O., B.A.'13, St. Olaf Col.; M.A.'26, Ph.D.'28, Univ. of Minn.; Dean and Prof. of Educ., Sch. of Educ., New York Univ., New York, N. Y., since 1945.

Merchant, Larry, Pres., Pilsbury Pub., Inc., New York, N. Y., since 1949.

Merrall, David, Vicepres., Rhodes Sch., New York, N. Y., since 1920.

Miller, Alexander W., A.B.'12, Harvard Univ.; A.M.'22, Columbia Univ.; Supt. of Sch., Glens Falls, N. Y., since 1927.

Miller, C. Sherwood, A.B.'34, Hamilton Col.; Ed.M.'40, Univ. of Buffalo; Coordinator of Pupil Personnel Serv. and Sec. Educ., Pub. Sch., Kenmore, N. Y., since 1953.

Miller, John L., A.B.'26, Bates Col.; Ed.M. '29, Ed.D.'46, Harvard Univ.; Supt. of Sch., Great Neck, N. Y., since 1942.

Miller, Myron W., M.A.'45, N. Y. Univ.; Supvg. Prin. of Union Free Sch. Dist. 6, Hauppauge, L. I., N. Y., since 1943.

Miller, N. Francis, B.A.'33, Houghton Col.; M.S. in Ed.'40, Cornell Univ.; Supvg. Prin. of Sch., Canisteo, N. Y., since 1952.

Miller, Victor L., M.A.'42, New York Univ.; Supvg. Prin. of Sch., Bethpage, L. I., N. Y., since 1940.

Milliken, William H., Jr., Educ. Dept., Binney and Smith Co., New York, N. Y., since 1919.

Miner, Edwin H., A.B.'27, Dartmouth Col.; A.M.'29, Univ. of Pa.; Pres., Orange Co. Community Col., Middletown, N. Y.

Minnich, Robert E., B.A.'19, Dickinson Col.; A.M.'25, Columbia Univ.; Assoc. in Attendance, N. Y. State Educ. Dept., Albany, N. Y., since 1946.

Misner, Leonard N., M.A.'52, Tchrs. Col., Columbia Univ.; Prin. of George M. Davis, Jr., Elem. Sch., New Rochelle, N. Y., since 1953.

Molenkamp, Alice D., M.A.'44, Columbia Univ.; Dir. of Elem. Educ., White Plains, N. Y., since 1952.

Monson, Harold, B.A.'32, St. Olaf Col.; M.A.'45, Ph.D.'50, Yale Univ.; Supt. of Sch., Newburgh, N. Y., since 1953.

Moore, Clyde B., A.B.'12, Nebr. Wesleyan Univ.; B.Ed.'13, Nebr. State Tchrs. Col., Peru; A.M.'16, Clark Univ.; Ph.D.'24, Columbia Univ.; Prof. Emeritus of Educ., Cornell Univ., Ithaca, N. Y., since 1954.

Moore, Ralph V., B.S.'31, Springfield Col.; Prin. of Hendy Ave. Sch., Elmira, N. Y., since 1949.

Moore, Thomas C., B.S.'26, Alfred Univ.; Ed.M.'42, Univ. of Buffalo; Prin., H. S., East Aurora, N. Y., since 1946.

Moore, Victor E., B.A.'29, Asbury Col.; Asst. Dir., Air World Educ., Trans World Airlines, Inc., New York, N. Y., since 1952.

Morgan, W. George, A.B.'29, Oberlin Col.; A.M.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Owego, Tioga Co., N. Y., since 1937.

Morris, Lyle L., B.S.'20, Drake Univ.; M.A. '26, Ph.D.'30, Columbia Univ. Address: 534 N. 11th St., New Hyde Park, N. Y.

Morris, Marion P., Bristol Myers Co., New York, N. Y.

*Morrison, J. Cayce, A.B.'12, Valparaiso Univ.; M.A.'16, Ph.D.'22, Columbia Univ.; LL.D.'32, Alfred Univ.; Dir., Study of the Educ. and Adjustment of Puerto Ricans in the City of New York, 39 E. 85th St., New York, N. Y., since 1953.

Morse, Grant D., Ph.D.'41, New York Univ.; Supt. of Sch., Saugerties, N. Y., since 1924.

Mort, Paul R., Ph.D.'24, Columbia Univ.; Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1924.

Mortola, Edward J., B.A.'38, M.A.'41, Ph.D. '46, Fordham Univ.; Provost, Pace Col., New York, N. Y., since 1949.

Mosher, Frank K., B.S.'29, M.S.'37, D.Ed. '49, Syracuse Univ.; Dist. Prin., Central Schs., Liverpool, N. Y., since 1950.

Mosher, Howard H., A.B.'36, Syracuse Univ.; M.A.'41, N. Y. State Col. for Tchrs., Albany; Prin., Guilderland Central H. S., Altamont, N. Y., since 1953.

Moskowitz, David H., B.A.'13, M.A.'14, Columbia Univ.; Assoc. Supt. of N. Y. City Schs., Brooklyn, N. Y., since 1953.

Moyer, Edward, B.S.'40, Northern State Tchrs. Col. (S. Dak.); A.M.'41, Yale Univ.; Dist. Prin. of Briarcliff H. S., Briarcliff Manor, N. Y., since 1947.

Moyle, William D., B.A.'23, Wesleyan Univ.; M.A.'29, Tchrs. Col., Columbia Univ.; Supvg. Prin., Edgemont Sch., Scarsdale, N. Y., since 1937.

Mullin, (Rev.) Mark J., C.M., B.A.'28, M.A. '33, St. Joseph's Col. (N. J.); Ph.L.'35, Collegium Angelicum, Rome, Italy; Dean, Sch. of Educ., Niagara Univ., Niagara University, N. Y., since 1950.

Mummert, Ira C., B.S.'17, M.A.'25, Susquehanna Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Valley Stream, N. Y., since 1928.

Munson, Samuel K., B.H.'21, Springfield Col.; B.S.'26, M.A.'28, New York Univ.; Supt. of Sch., Sayville, L. I., N. Y., since 1950.

Murray, Cornelius B., B.S.'27, N. Y. State Col. for Tchrs., Albany; M.S.'35, St. Lawrence Univ.; Exec. Secy., N. Y. State Tchrs. Retirement Bd., Albany, N. Y., since 1944.

Murray, Norman J. M., B.S.'37, Col. of William and Mary; M.A.'49, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Union Free Sch. Dist. 1, Shelter Island, N. Y., since 1954.

Neuner, Elsie Flint, A.B.'18, A.M.'19, Ph.D. '22, Brown Univ.; Dir. of Instr., 131 Huguenot St., New Rochelle, N. Y., since 1939.

Noar, Gertrude, B.S.'19, M.A.'22, Univ. of Pa.; Educ. Consultant, Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York, N. Y., since 1951.

Noethen, Joseph C., M.A.'40, New York Univ.; Asst. Supt., New York City Sch., 901 Classon Ave., Brooklyn, N. Y., since 1945.

Noon, Elizabeth F., B.S.'34, Pa. State Tchrs. Col., West Chester; M.S.'36, Temple Univ.; Dir., Books and Teaching Aids Dept., F. A. Owen Publishing Co., Dansville, N. Y., since 1948.

*Norton, John K., A.B.'16, A.M.'17, Stanford Univ.; Ph.D.'26, Tchrs. Col., Columbia Univ.; Prof. of Educ. since 1931 and Dir., Div. of Admin. and Guid., Tchrs. Col., Columbia Univ., New York, N. Y., since 1942.

*Norton, LaVerne Allen, A.B.'31, Colgate Univ.; M.A.'35, Tchrs. Col., Columbia Univ.; Prin., Beaver River Central Sch., Beaver Falls, N. Y., since 1950.

Oakes, Herbert I., A.B.'29, Upsala Col.; A.M.'34, Tchrs. Col., Columbia Univ.; Prin., North Salem Central Sch. Dist. 1, Purdy Station, N. Y., since 1949.

Obourn, Lewis C., B.S.'32, Alfred Univ.; Supt. of Sch., East Rochester, N. Y., since 1944.

O'Brien, Frank J., A.B.'12, Holy Cross Col.; A.M.'13, Ph.D.'16, Clark Univ.; M.D.'27, Univ. of Louisville; Assoc. Supt. of Sch., 110 Livingston St., Brooklyn, N. Y., since 1941.

O'Connor, Clarence Daniel, B.A.'21, L.H.D. '41, Univ. of N. Dak.; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Lexington Sch. for the Deaf, New York, N. Y., since 1935.

O'Connor, Edward P., B.S.'14, City Col. of the City of N. Y.; LL.B.'26, Fordham Univ.; M.A.'38, New York Univ.; Prin., Brooklyn H. S. of Automotive Trades, Brooklyn, N. Y., since 1943.

Ogden, Chauncey M., B.S.'17, Colgate Univ.; M.A.'33, New York Univ.; Supt. of Sch., Woodmere, N. Y., since 1940.

O'Keefe, Walter, Sales Mgr., Institutional Dept., Doubleday & Co., Inc., Garden City, N. Y.

Ormsby, Walter M., B.S.'26, Alfred Univ.; M.A.'30, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Bayport, N. Y., since 1936.

Orton, Dwayne, A.B.'26, LL.D.'44, Univ. of Redlands; M.A.'33, Col. of the Pacific; LL.D.'48, Tusculum Col.; Dir. of Educ., Internatl. Bus. Machines Corp., New York, N. Y., since 1942.

Osborn, Edward L., A.B.'31, M.A.'38, New York State Col. for Tchrs.; Supt. of Sch., Batavia, N. Y., since 1951.

Ostrander, Raymond H., A.B.'28, Hamilton Col.; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mineola, N. Y., since 1951.

Ostwald, Ernest, Pres., Uniforms by Ostwald, Inc., Staten Island, N. Y., since 1932.

Owen, Mary E., A.B.'17, Smith Col.; A.M. '20, Univ. of Chicago; Ped.D.'49, Alfred Univ.; Editor, *The Instructor*, Dansville, N. Y., since 1946.

Owens, John E., B.S.'46, Springfield Col.; M.A.'51, Tchrs. Col., Columbia Univ.; Admin. Asst., Roslyn Pub. Sch., Roslyn Heights, N. Y., since 1952.

Painter, Fred B., B.S.'29, Black Hills Tchrs. Col.; A.M.'34, Cornell Univ.; Supt. of Brighton Sch. Dist. 1, Rochester, N. Y., since 1952.

Palmer, Frank J., B.S.'40, M.S.'48, Syracuse Univ.; Prin. of Elem. Sch., North Syracuse, N. Y., since 1952.

Panebaker, David E., B.S.'22, Gettysburg Col.; M.A.'37, New York Univ.; Supvg. Prin. of Sch., Liberty, N. Y., since 1931.

Park, John W., Diploma, N. Y. State Tchrs. Col., Oswego; Bachelor's, N. Y. Univ.; Master's, N. Y. State Col. for Tchrs., Albany; Supt. of Sch., Albany, N. Y., since 1942.

Parker, John W., B.A.'33, Union Col. (N. Y.); M.Ed.'45, Univ. of Rochester; Supvg. Prin. of Rush Henrietta Central Sch., Henrietta, N. Y., since 1952.

Parrott, William Ross, B.S.'37, M.A.'40, N. Y. Univ.; Supvg. Prin. of Island Trees Sch., Levittown, N. Y., since 1953.

Patterson, Frederick D., D.V.M.'23, M.S.'27, Iowa State Univ.; Ph.D.'32, Cornell Univ.; Dir., Phelps-Stokes Fund. Address: 101 Park Ave., New York, N. Y.

Patton, David H., A.B.'23, Wilmington Col.; M.A.'31, Univ. of Cincinnati; Supt. of Sch., Syracuse, N. Y., since 1945.

Payne, Carl, A.B.'26, Univ. of Rochester; M.A.'33, Tchrs. Col., Columbia Univ.; Security Mutual Life Insurance Co., Norwich, N. Y.

Paynter, Fred B., B.A.'31, Western State Col. of Colo.; M.A.'37, New York Univ.; Supt. of Sch., Farmingdale, N. Y., since 1952.

Peck, Edwin C., A.B.'28, Colgate Univ.; M.A.'36, Syracuse Univ.; Supvg. Prin. of Central Sch. Dist. 1, Eden, N. Y., since 1949.

Peck, Lester G., B.S.'31, M.A.'34, New York Univ.; Prin. of Herricks Sch., New Hyde Park, L. I., N. Y., since 1934.

Perry, Alfred L., B.S.'30, Alfred Univ.; M.A.'37, N. Y. State Col. for Tchrs., Albany; Supvg. Prin. of Central Sch., Holley, N. Y., since 1947.

Perry, Ralph W., A.B.'22, Hamilton Col.; Supvg. Prin. of Sch., New Hartford, N. Y., since 1947.

Pertsch, C. Frederick, B.A.'12, Col. of the City of N. Y.; M.A.'24, Ph.D.'36, Tchrs. Col., Columbia Univ.; Assoc. Supt., H. S. Div., Bd. of Educ. of the City of New York, 110 Livingston St., Brooklyn, N. Y.

Petersen, Helmer, B.S.'32, M.A.'35, New York Univ.; Supvg. Prin., West Babylon Sch., Babylon, N. Y., since 1942.

Phelan, William F., B.A.'28, M.A.'34, Niagara Univ.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Depew, N. Y., since 1943.

Phillips, Donald K., A.B.'28, Columbia Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., New Rochelle, N. Y., since 1948.

Phillips, Joseph, Admin. Asst., Pub. Sch., Nyack, N. Y.

Phisterer, Isabel Dewey, A.B.'29, Smith Col.; M.A.'32, Univ. of Wash.; Pres., Cazenovia Jr. Col., Cazenovia, N. Y.

*Pickett, Ralph E., B.S.'17, Columbia Univ.; Ph.D.'24, New York Univ.; Assoc. Dean, Dir., Summer Sessions, Sch. of Educ., New York Univ., New York, N. Y., since 1940.

Pitkin, Edgar S., A.B.'31, Dartmouth Col.; M.A.'40, New York Univ.; Supvg. Prin., North Colonie Central Sch., Latham, N. Y., since 1950.

*Polley, John W., A.B.'37, Hamilton Col.; M.A.'42, N. Y. State Col. for Tchrs.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1952.

Pombrio, Ralph J., M.Ed.'37, St. Lawrence Univ.; Supvg. Prin. of Central Sch., Altona, N. Y., since 1931.

Pomeroy, Edward C., B.A.'39, American Internat. Col.; M.A.'47, Ed.D.'49, Tchrs. Col., Columbia Univ.; Secy.-Treas., American Assn. of Col. for Tchr. Educ., Oneonta, N. Y., since 1951.

Power, Leonard, B.S.'16, Central Mo. State Tchrs. Col., Warrensburg; M.A.'27, Univ. of Chicago; Ed.D.'35, Tchrs. Col., Columbia Univ.; Educ. Consultant, 511 Dobbs Ferry Rd., White Plains, N. Y., since 1936.

Pratt, Milford H., A.B.'27, Univ. of Rochester; A.M.'31, Columbia Univ.; Supvg. Prin., Central Sch., Barker, N. Y., since 1931.

*Priester, Harold F., B.A.E.'32, Univ. of Fla.; M.Ed.'40, Duke Univ.; M.A.'49, Tchrs. Col., Columbia Univ.; Admin. Asst. in chg. of Bus. Affairs, Central H. S. Dist. 1, Valley Stream, N. Y., since 1953.

Prior, Willard F., B.S.'22, Union Col. and Univ.; M.A.'38, Syracuse Univ.; Supt. of Sch., Oneida, N. Y., since 1952.

Proctor, Percy M., B.S.'10, Tufts Col.; M.A.'27, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Babylon, N. Y., since 1935.

Pugh, Sterling B., A.B.'21, Syracuse Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Prin., Wash. Sch., New Rochelle, N. Y., since 1938.

Pullen, Milton V., M.Ed.'40, Univ. of Rochester; Prin., Greece Central Sch., Rochester, N. Y., since 1936.

Quick, Sherwood S., B.S.'38, N. Y. State Tchrs. Col., Buffalo; M.A.'42, N. Y. Univ.; Supvg. Prin. of Union Free Sch. Dist. 30, Valley Stream, N. Y., since 1945.

Quinn, J. William, B.S.'32, M.S.'39, Syracuse Univ.; Supvg. Prin. of Sch., New York Mills, N. Y., since 1942.

Raab, George Edward, A.B.'40, Franklin and Marshall Col.; M.S. in Ed.'46, Ed.D.'49, Univ. of Pa.; Prin. of Heathcote Elem. Sch., Scarsdale, N. Y., since 1953.

Raffensberger, Glen W., B.S.'25, Albright Col.; M.A.'31, Bucknell Univ.; Asst. to the Supt. of Sch., Manhasset, N. Y., since 1953.

Ralph, Richard J., A.B.'25, Hamilton Col.; Supvg. Prin., Clinton Central Sch., Clinton, N. Y., since 1943.

Rasbach, Floyd B., B.S.'26, St. Lawrence Univ.; M.A.'31, Columbia Univ.; Supt. of Sch., Irondequoit Sch. Dist. 3, Rochester, N. Y., since 1947.

Ray, Donald S., B.S.'35, Clarkson Col.; M.A.'36, St. Lawrence Univ.; Dist. Prin. of Croton-Harmon Schs., Croton-on-Hudson, N. Y., since 1953.

Redcay, Edward E., B.S.'27, M.S.'31, Dartmouth Col.; A.M.'33, Yale Univ.; Ph.D. '35, Columbia Univ.; Acting Pres., State Univ. Tchrs. Col., Plattsburgh, N. Y., since 1952.

Reed, Thomas M., Jr., B.S.'20, Pa. State Col.; Mgr., John J. Nesbitt, Inc., New York, N. Y., since 1930.

*Reid, Charles Frederick, A.B.'23, Colgate Univ.; A.M.'29, Ph.D.'40, Columbia Univ.; Asst. Prof., Sch. of Educ., Col. of the City of New York, New York, N. Y., since 1931.

Remo, Joseph Peter, B.S.'39, M.A.'47, N. Y. Univ.; Admin. Asst., Sch. Dist. 14, Woodmere, N. Y., since 1953.

*Reutter, E. Edmund, Jr., A.B.'44, Johns Hopkins Univ.; A.M.'48, Ph.D.50, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y.

Reynolds, John Phillips, M.Ed.'46, St. Lawrence Univ.; Supt. of Sch., Beacon, N. Y., since 1954.

Rhind, Flora M., Secy., Rockefeller Foundation, New York, N. Y.

Rhodes, Catharine I., B.A.'15, Vassar Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Mount Vernon, N. Y., since 1941.

Rice, Cecil L., B.S.'32, Kansas State Tchrs. Col., Pittsburg; M.A.'38, Ed.D.'44, Tchrs. Col., Columbia Univ.; Supt. of Sch., Westbury, L. I., N. Y., since 1954.

Rice, Harvey Mitchell, A.B.'29, Concord Col.; M.A.'33, W. Va. Univ.; Ph.D.'38, Ohio State Univ.; Pres., N. Y. State Col. for Tchrs., Buffalo, N. Y., since 1951.

Richards, J. A., Dir., Special Educ. Div., Executone, Inc., New York, N. Y.

Richter, Carl H., B.S.'41, St. John's Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; Asst. Supvg. Prin., Colonie Central Sch. Dist., Albany, N. Y., since 1953.

Richter, George C., B.S.'23, Wesleyan Univ.; M.A.'32, N. Y. Univ.; Dist. Prin., Central Sch. Dist. 2, Mt. Kisco, N. Y., since 1953.

Ring, Carlyle C., B.S.'22, Wesleyan Univ.; M.A.'29, Cornell Univ.; D.Ed.'40, New York Univ.; Supt. of Sch., since 1946 and Pres., Jamestown Col., Jamestown, N. Y., since 1950.

Riordon, Antoinette, A.B.'09, Columbia Univ.; A.M.'27, Tchrs. Col., Columbia Univ.; Asst. Supt. of New York City Sch., Brooklyn, N. Y., since 1944.

Ripson, (Mrs.) Edith T., Normal Classical '04, N. Y. State Tchrs. Col., Buffalo; Dir. of Pupil Personnel, Lewistown-Porter Central Sch., Youngstown, N. Y., since 1952.

Robbins, Clarence R., A.B.'27, N. Y. State Col. for Tchrs., Albany; M.A.'35, Cornell Univ.; Prin. of Jr.-Sr. H. S., North Syracuse, N. Y., since 1933.

Robertson, John W., B.S.'24, M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin., Floral Park Bellerose Sch., Floral Park, N. Y., since 1929.

Robinson, Carl L., B.A.'46, Col. of Wooster; M.A.'48, Ed.D.'51, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch. in chg. of Bldgs., Mineola, N. Y., since 1953.

Robinson, Robert Towne, A.B.'34, New York State Col. for Tchrs., Albany; M.S. in Ed.'38, Cornell Univ.; Supt. of Sch., Ticonderoga, N. Y., since 1953.

Roda, Frank C., B.S.'26, M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ogdensburg, N. Y., since 1939.

Rodgers, William Hamilton, B.A.'28, Maryville Col.; Ed.M.'37, Harvard Univ.; Asst. Supt. of Sch., Scarsdale, N. Y., since 1950.

Rogers, Virgil M., A.B.'20, Wofford Col.; A.M.'24, Western State Col. of Colo., Gunnison; Ed.D.'44, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1952-53; Dean, Sch. of Educ., Syracuse Univ., Syracuse, N. Y., since 1953.

Ronnei, Herman L., B.A.'16, Luther Col.; M.A.'30, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Valhalla, N. Y., since 1930.

Rose, Clayton Earl, B.S.'24, Colgate Univ.; M.A.'30, Columbia Univ.; Admin. Asst. in chg. of Pub. Relations, N. Y. State Tchrs. Assn., Albany, N. Y.

Rosecrance, Francis C., A.B.'20, Lawrence Col.; Ph.D.'36, Northwestern Univ.; Assoc. Dean of Instr., Sch. of Educ., New York Univ., New York, N. Y., since 1946.

Rosen, Frances A., B.S.'39, N. Y. State Tchrs. Col., Buffalo; Prin., Elem. Sch., East Aurora, N. Y., since 1939.

Ross, Donald H., B.A.'36, N. J. State Tchrs. Col., Upper Montclair; M.A.'46, Ed.D.'50, Tchrs. Col., Columbia Univ.; Metropolitan Sch. Study Council, Tchrs. Col., Columbia Univ., since 1952. Address: 525 W. 120th St., New York, N. Y.

Rossey, Paul William, B.S. in Ed.'51, N. J. State Tchrs. Col., Jersey City; M.A.'53, N. Y. Univ.; Consultant in Elem. Educ., Union Free Sch. Dist. 27, West Hempstead, N. Y., since 1953.

Rounds, Lester E., B.A.'35, M.A.'42, Syracuse Univ.; Supvg. Prin. of Sch., Central Sch. Dist. 1, Suffern, N. Y., since 1951.

Ruddy Anne G., B.S.Ed.'38, City Col. of the City of N. Y.; Prin., P.S. 125, New York, N. Y., since 1948.

Rugg, Harold, B.S.'08, C.E.'09, P.D.D.'33, Dartmouth Col.; Ph.D.'15, Univ. of Ill.; Ph.D.'37, Univ. of Tasmania (Australia); Prof. Emeritus, Tchrs. Col., Columbia Univ. Address: Woodstock, N. Y.

Russell, Edward Joseph, M.A.'37, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Central Sch., Pine Bush, N. Y., since 1940.

Russell, James E., A.B.'38, Princeton Univ.; A.M.'40, Ph.D.'50, Columbia Univ.; Asst. Exec. Officer of the Citizenship Educ. Project and Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1950.

Rutherford, Kenneth L., A.B.'16, Hobart Col.; M.A.'24, Tchrs. Col., Columbia Univ.; Supt. of Sch., Monticello, N. Y., since 1953.

Ryan, Leo R., Ph.D.'35, Fordham Univ.; Prin., H. S., Forest Hills, N. Y., since 1941.

Ryan, Louise T., Ed.D.'50, New York Univ.; Asst. Supt. of Sch., Richmond Hill, N. Y., since 1950.

Sabin, Charles E., B.S. in Ed.'26, N. Y. State Col. for Tchrs.; Supt. of Sch., Watertown, N. Y., since 1933.

Sackett, Howard G., B.R.E.'30, Boston Univ.; M.A.'35, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Lewis Co., Port Leyden, N. Y., since 1951.

Salten, David George, B.S.'33, Washington Square Col., New York Univ.; M.A.'39, Columbia Univ.; Ph.D.'44, New York Univ.; Supt. of Sch., Long Beach, N. Y., since 1950.

*Sampson, James J., B.S. in Ed.'38, Mass. State Tchrs. Col., Salem; M.Ed.'46, Mass. State Tchrs. Col., Bridgewater; Ed.D.'50, Columbia Univ.; Prof. of Educ., N. Y. State Tchrs. Col., Oneonta, N. Y.

Sanborn, Philip E., A.B.'35, Colgate Univ.; M.A.'46, N. Y. Univ.; Ed.D.'52, Columbia Univ.; Supvg. Prin. of Union Free Sch. Dist. 2, Irvington, N. Y., since 1952.

Satterlee, O. Ward, B.S.'29, N. Y. State Tchrs. Col., Buffalo; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Dir., Elem. Educ., State Univ. Tchrs. Col., Potsdam, N. Y., since 1947.

Scarborough, Truman G., B.A.E.'37, M.A.E. '47, Univ. of Fla.; Supvg. Prin., U. S. Naval Operating Base Schs., Box 50, Navy 115, c/o Fleet P.O., New York, N. Y., since 1951.

Scates, Douglas E., A.B.'22, Whitworth Col. (Wash.); Ph.D.'26, Univ. of Chicago; Dir. of Educ. Research, American Social Hygiene Assn., New York, N. Y., since 1954.

Scheller, John, Prin. of Amherst Central Sch., Snyder, N. Y.

Scherer, Francis R., B.S.E.'22, M.S.E.'22, M.E.'30, Univ. of Mich.; Supt. of Sch. Bldgs., Rochester, N. Y., since 1933.

Schindele, (Mrs.) May F., Prin. of Pub. Sch. 185, Brooklyn, N. Y., since 1945.

Schmidt, A. W., A.B.'20, Cornell Col.; M.A. '26, Ph.D.'32, Tchrs. Col., Columbia Univ.; Asst. Commr. for Finance and Sch. Admin. Serv., State Educ. Dept., Albany, N. Y., since 1940.

*Schreiber, Paul D., B.S.'12, Bucknell Univ.; Supt. of Sch., Port Washington, N. Y., 1920-53 (retired). Address: 19 Dolphin Green, Port Washington, N. Y.

Schroeder, Herbert W., B.A.'33, Gettysburg Col.; M.A.'35, Univ. of Vt.; Supvg. Prin., Cato-Meridian Central Sch., Cato, N. Y., since 1951.

Schuler, Marie R., B.S. in P.E.'35, Ed.M. '47, Univ. of Buffalo; Assoc. in Physical Educ. and Rec., Div. of Health and Physical Educ., State Dept. of Educ., Albany, N. Y., since 1950.

Schwab, (Mrs.) Rose L., B.A.'26, M.A.'42, Cornell Univ.; Prin. of Michael Friedsam Jr. H. S., Brooklyn, N. Y., since 1951.

Schweickhard, Philip, B.S. in Ed.'17, Univ. of Chicago; Supvg. Prin., Amherst Central H. S., Snyder, N. Y., since 1930.

Scott, Julius E., A.B.'26, Ark. State Tchrs. Col., Conway; A.M.'29, Tchrs. Col., Columbia Univ.; D.Sc.'45, Alma Col.; Supt. of Sch., Peekskill, N. Y., since 1935.

Seamans, Herbert L., A.B.'13, Fairmont Col.; M.A.'28, Yale Univ.; Ed.D.'47, Stanford Univ.; Dir., Commn. on Educ. Organizations, Natl. Conference of Christians and Jews, 381 Fourth Ave., New York, N. Y., since 1939.

Seidlin, Joseph, Ph.D.'31, Columbia Univ.; Dean, Grad. Sch., Alfred Univ., Alfred, N. Y., since 1947.

Seifert, Leland B., A.B.'34, M.S.'40, Syracuse Univ.; Prin., H. S., Haverstraw, N. Y., since 1947.

Severn, William E., B.S.'22, Allegheny Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Corning, N. Y., since 1929.

Seymour, Howard Carleton, A.B.'27, Middlebury Col.; Ed.M.'31, Ed.D.'40, Harvard Univ.; Asst. Supt. of Sch., Rochester, N. Y., since 1951. (To become Supt. of Sch., Nov. 1, 1954.)

Shack, Jacob H., B.A.'24, City Col. of the City of N. Y.; M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Curriculum Div., New York City Sch., Brooklyn, N. Y., since 1951.

Sharp, J. Stanley, B.Arch.'36, N. Y. Univ.; A.I.A.'44; Partner, Ketchum, Gina and Sharp, New York, N. Y.

Shattuck, Ralph L., B.Litt.'28, Emerson Col.; M.Ed.'45, Univ. of Buffalo; Supt. of Sch., Middletown, N. Y., since 1949.

Shaw, Archibald Boyden, B.S. in Ed.'29, Mass. State Tchrs. Col., Bridgewater; M.Ed.'40, Boston Univ.; Supt. of Sch., Scarsdale, N. Y., since 1949.

Shost, Thomas D., A.B.'31, Colgate Univ.; A.M.'34, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Cornwall, N. Y., since 1946.

Shotts, J. Kenneth, B.S.'39, Pa. State Tchrs. Col., West Chester; M.S.'48, Univ. of Pa.; Supvg. Prin. of Quaker Ridge Sch., Union Free Sch. Dist. 2, Scarsdale, N. Y., since 1953.

Shoup, Eldon C., B.A.'20, Washburn Col.; M.B.A.'22, Harvard Univ.; Partner, Cresap, McCormick and Paget, Mgmt. Consulting Firm, New York, N. Y., since 1952.

Simonson, Jacob, B.S. in Ed.'35, M.A. in Ed.'39, N. Y. Univ.; Prin., Food Trades Voc. H. S., New York, N. Y., since 1943.

Sinclair, C. Deane, B.S.'28, Middlebury Col.; M.S. in Ed.'43, Syracuse Univ.; Supvg. Prin. of Sch., Cherry Valley, N. Y., since 1952.

Small, William J., Pd.D.'51, Niagara Univ.; Supt. of Sch., Niagara Falls, N. Y., since 1945.

Smith, Andrew J., B.A.'25, Dickinson Col.; M.A.'40, Cornell Univ.; Supvg. Prin. of Central Sch., Union Springs, N. Y., since 1931.

Smith, Calvin U., B.S.'28, St. Lawrence Univ.; M.A.'33, New York Univ.; Dist. Supt. of Sch., Painted Post, N. Y., since 1931.

Smith, Carl D., B.H.'14, Springfield Col.; Ed.M.'25, Harvard Univ.; LL.D.'41, Adrian Col.; Dir. of Educ., since 1945, and Dir. of Research and Educ., Credit Research Foundation, New York, N. Y., since 1949.

Smith, Clarence E., Ed.D.'38, Univ. of Buffalo; Prof. of Educ., Univ. of Buffalo, Buffalo, N. Y., since 1945.

Smith, Dana H., Ph.B.'27, Muhlenberg Col.; M.A.'33, New York Univ.; Supvg. Prin., Union Free Sch. Dist. 7, Bellmore, Long Island, N. Y., since 1946.

Smith, Herford A., B.S.'29, M.S. in Ed.'34, N. Y. State Tchrs. Col., Albany; Dist. Supt. of Sch., East Greenbush, N. Y., since 1934.

Smith, Homer I., B.S.'35, M.A.'46, New York Univ.; Supt. of Union Free Sch. Dist. 27, West Hempstead, N. Y., since 1948.

Smith, Kenneth E., B.S.'21, Colgate Univ.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Walden, N. Y., since 1937.

Smith, Nila B., B.A.'28, Univ. of Chicago; M.E.'30, Ph.D.'33, Tchrs. Col., Columbia Univ.; Prof. of Educ., Reading Inst., New York Univ., New York, N. Y., since 1949.

Smith, R. Jackson, B.A.'36, Dartmouth Col.; B.Arch.'46, Yale Univ.; Architect, Eggers and Higgins, 100 E. 42nd Street, New York, N. Y., since 1939.

Smith, Sim Joe, A.B.'15, Trinity Univ.; LL.B.'21, Univ. of Texas; M.A.'27, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., New Rochelle, N. Y., since 1930.

Smith, Walter R., A.B.'27, Western Md. Col.; M.A.'29, Columbia Univ.; Supt. of Sch., Glen Cove, N. Y., since 1950.

Snyder, Dudley C., B.A.'32, Pa. State Col.; M.A.'38, New York Univ.; Dist. Supvg. Prin. of Sch. Dist. 24, Valley Stream, N. Y., since 1938.

Soper, Earl F., B.S.'40, N. Y. Univ.; M.S. '43, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Norwich, N. Y., since 1951.

Sorensen, Carl G., B.S.'29, Middlebury Col.; M.A.'38, New York Univ.; Supt. of Sch., Plattsburg, N. Y.

Southworth, John Van Duyn, B.A.'26, Harvard Univ.; M.A.'36, Tchrs. Col., Columbia Univ.; Pres., Iroquois Publishing Co., Inc., Syracuse, N. Y., since 1950.

Sparks, Fred L., Jr., B.S. in Ed.'33, Clemson Col.; M.A.'38, Gallaudet Col.; Supt., The Central N. Y. Sch. for the Deaf, Rome, N. Y., since 1946.

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Spencer, Cecil F., B.S. in Ed.'33, M.A.'37, New York Univ.; Dist. Prin. of Sch., Franklin Square, L. I., N. Y., since 1936.

Spinning, James M., A.B.'13, Univ. of Rochester; Supt. of Sch., Rochester, N. Y., since 1933. (To retire Nov. 1, 1954.)

Sprague, Raymond B., B.S. in Ed.'26, Rutgers Univ.; M.A.Ed.'30, Columbia Univ.; Supvg. Prin., North Side Sch., East Williston, L. I., N. Y., since 1925.

*Spry, Edward W., A.B.'11, A.M.'22, Univ. of Rochester. Address: Summit Road, Le Roy, N. Y.

Stahlman, Elmer E., A.B.'25, M.A.'36, N. Y. State Tchrs. Col., Albany; Dist. Prin. of Central Sch., Averill Park, N. Y., since 1929.

Stanley, Ralph J., A.B.'29, N. Y. State Tchrs. Col., Albany; M.A.'36, Cornell Univ.; Ed.D.'51, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Clarence Central Sch., Buffalo, N. Y., since 1948.

Steel, Sanger B., B.A.'40, Williams Col.; M.Ed.'47, Grad. Tchrs. Col. of Winnetka; Ed.D.'53, Tchrs. Col., Columbia Univ.; Prin. of Craig Sch., Schenectady, N. Y., since 1953.

Stelling, A. Carl, Landscape Archt. to Sch., 127 East 39th St., New York, N. Y.

Stevens, Francis L., B.S.'26, Union Col.; M.A.'38, Columbia Univ.; Supvg. Prin., Burnt Hills-Ballston Lake Central Sch., Ballston Lake, N. Y., since 1938.

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Stewart, R. E., Mgr., Adding Machine Div., Underwood Corp., New York, N. Y.

Stoddard, George Dinsmore, A.B.'21, Pa. State Col.; Diplôme '23, Univ. of Paris; Ph.D.'25, State Univ. of Iowa; Litt.D.'42, Colgate Univ.; LL.D.'42, St. Lawrence Univ.; LL.D.'42, Syracuse Univ.; LL.D. '42, Hobart Col.; LL.D.'43, New York Univ.; LL.D.'43, Skidmore Col.; L.H.D. '43, Alfred Univ.; LL.D.'44, Union Col.; LL.D.'46, Yeshiva Col.; LL.D.'48, Univ. of Fla., Lake Forest Col., and Wash. Univ.; Chmn., Directing Com., Univ. Self Study Program, N. Y. Univ., New York, N. Y., since 1953.

Storm, Harold C., B.S.'32, M.A.'34, N. Y. Univ.; Supt. of Arlington Central Sch. Dist., Poughkeepsie, N. Y., since 1946.

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Streeter, Robert A., B.S.'25, Univ. of Pa.; M.A.'35, N. J. State Tchrs. Col., Upper Montclair; Head, Sch. Relations Div., Citizenship Educ. Project, Tchrs. Col., Columbia Univ., New York, N. Y.

Strough, Lyndon H., B.S.'18, Colgate Univ.; M.A.'42, Niagara Univ.; Supt. of Sch., Rome, N. Y., since 1945.

Studebaker, John W., A.B.'10, Leander Clark Col.; A.M.'17, Columbia Univ.; LL.D.'34, Drake Univ.; LL.D.'38, Muhlenberg Col.; LL.D.'45, Univ. of Md.; LL.D.'48, Boston Univ.; Vicepres., *Scholastic Magazines*, New York, N. Y.

Studwell, Harold F., B.S.'22, St. Lawrence Univ.; M.A.'27, Columbia Univ.; Ed.D. '39, New York Univ.; Supt. of Sch., East Rockaway, N. Y., since 1925.

Suerken, Ernst Henry, A.B.'30, A.M.'31, Cornell Univ.; M.A.'42, N. J. State Tchrs. Col., Upper Montclair; Supvg. Prin., Echo Hills Sch., Union Free Sch. Dist. 11, Greenburgh, Dobbs Ferry, N. Y.

Sullivan, W. Cassel, A.B.'30, Salem Col. (W. Va.); M.A.'49, Tchrs. Col., Columbia Univ.; Supvg. Prin., Union Free Sch. Dist. 7, Centerport, N. Y., since 1951.

Swartz, David J., B.A.'20, City Col. of the City of N. Y.; M.A.'22, Tchrs. Col., Columbia Univ.; Ph.D.'26, Fordham Univ.; Admin. Asst. to the Supt. of Sch., Brooklyn, N. Y., since 1947.

Sweeting, (Mrs.) Stella M., D.Ed.'39, New York Univ.; Prin. of Jr. H. S., New York, N. Y., since 1946.

Tarr, L. Ernest, B.C.S.'28, Rider Col.; B.S. '37, M.S.'40, Syracuse Univ.; Supvg. Prin. of Central Sch., Wilson, N. Y., since 1945.

Taylor, Earl A., B.A.'28, M.A.'29, Univ. of Texas; Ed.D.'43, New York Univ.; Dir., Washington Square Reading Center, New York, N. Y., since 1943.

Taylor, Lee, B.A.'42, Washington Missionary Col.; M.A.'48, Northwestern Univ.; Supt. of Seventh-Day Adventist Parochial Sch., Woodside, N. Y.

*Templeton, Arthur, B.S.'35, N. Y. Univ.; M.A.'43, Ed.D.'51, Tchrs. Col., Columbia Univ.; Bus. Admin. of Sch., Yonkers, N. Y., since 1954.

Terry, Daniel R., B.A.'31, Cornell Univ.; M.A.'36, Columbia Univ.; Supvg. Prin. of Pub. Sch., Roosevelt, N. Y., since 1949.

Thomas, John B., M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Riverhead, N. Y., since 1938.

Thompson, Robert S., LL.B.'12, Univ. of Mich.; A.B.'25, Univ. of Denver; Ph.D. '30, Columbia Univ.; Dean, State Tchrs. Col., Fredonia, N. Y., since 1948.

Thomson, F. Edward, M.A.'35, N. Y. State Col. for Tchrs., Albany; Supvg. Prin., Royalton-Hartland Central Sch., Middleport, N. Y., since 1945.

Tibbetts, Vinal H., A.B.'14, Colby Col.; Dir., Walden Sch., New York, N. Y., since 1948.

Tilroe, Dexter G., A.B.'30, Syracuse Univ.; Ph.D.'52, New York Univ.; Supvr. of Sec. Educ., State Dept. of Educ., Albany, N. Y., since 1949.

*Tompkins, Clarence H., B.S.E.'45, Univ. of Tenn.; M.A.'46, Tchrs. Col., Columbia Univ.; Research Asst., Pub. Educ. Assn., New York, N. Y., since 1950.

Treharne, Thomas O., B.S.'24, Denison Univ.; M.S.'28, Ohio State Univ.; Lansingburgh Dist. Supt. of Sch., Troy, N. Y., since 1942.

Troy, Donald William, B.S.'40, N. Y. Univ.; M.A.'47, Tchrs. Col., Columbia Univ.; Prin. of Stephenson Elem. Sch., New Rochelle, N. Y., since 1953.

Tucker, Ruel E., A.B.'24, Dartmouth Col.; Ed.M.'31, Harvard Univ.; Prin. of Great Neck Sr. H. S., Great Neck, N. Y., since 1941.

Turbin, Elizabeth E., B.S.'34, M.A.'36, New York Univ.; Dir. of Elem. Educ., Pub. Sch., Yonkers, N. Y., since 1944.

Turner, Francis A., B.A.'19, City Col. of the City of New York; M.A.'38, New York Univ.; Asst. Dir. of Community Educ., New York City Sch., Brooklyn, N. Y., since 1947.

Tuttle, Frederick B., A.B.'30, Ph.D.'42, Yale Univ.; Prin. of Laboratory Sch., Prof. of Educ., and Dir. of Summer Session, State Univ. Tchrs. Col., Plattsburg, N. Y., since 1952.

Tyson, Levering, A.B.'10, Litt.D.'30, Gettysburg Col.; A.M.'11, Columbia Univ.; LL.D.'37, Lehigh Univ.; LL.D.'39, Franklin and Marshall Col.; LL.D.'42, Moravian Col.; Dir., Div. of Intellectual Cooperation, Natl. Com. for a Free Europe, Inc., and Pres., Free Europe Univ. in Exile, 110 W. 57th St., New York, N. Y., since 1951.

Udall, Richard M., A.B.'23, Dartmouth Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Prin., Central H. S., Valley Stream, L. I., N. Y., since 1946.

Van Arnam, D. P., Supt. of Sch., Troy, N. Y.

Van Cott, Harrison H., B.S.'06, Tchrs. Col., Columbia Univ.; M.A.'19, N. Y. State Col. for Tchrs., Albany; Ph.D.'33, New York Univ.; Chief, Bureau of Instr. Supvn. for Sec. Educ., and Dir., Div. of Sec. Educ., State Educ. Dept., Albany, N. Y. (retired).

Vanderhoef, W. Howard, B.S.'16, Colgate Univ.; M.A.'29, Columbia Univ.; Supt. of Sch., Hamburg, N. Y., since 1940.

Van Giesen, Raymond W., B.S.'31, Hobart and William Smith Col.; M.S.'41, Cornell Univ.; Dist. Prin. of Sch., Fayetteville, N. Y., since 1937.

Van Kleeck, Edwin R., A.B.'27, N. Y. State Col. for Tchrs., Albany; A.M.'33, Cornell Univ.; Ph.D.'37, Yale Univ.; Asst. State Commr. of Educ., State Educ. Dept., Albany, N. Y., since 1941.

Van Ness, Carl Condit, A.B.'16, Columbia Univ.; Mng. Editor, Educ. Book Dept., Appleton-Century-Crofts, Inc., New York, N. Y., since 1922.

Van Wie, Claude, B.A.'21, Colgate Univ.; M.A.'35, New York State Col. for Tchrs., Albany; Supt. of Sch., Saratoga Springs, N. Y., since 1945.

Varuolo, Anthony, B.S.'36, City Col. of the City of N. Y.; M.S.E.'50, Hofstra Col.; Asst. Dist. Prin., Union Free Sch. Dist. 6, Seaford, N. Y., since 1950.

Veit, William A., Jr., B.E.E.'40, Polytech. Inst. of Brooklyn; M.A.'50, N. Y. Univ.; Deputy Chief Archt., Bureau of Construction, New York City Sch., Brooklyn, N. Y., since 1952.

Vescolani, Fred J., B.A.'38, St. Norbert Col. (Wis.); M.A.'53, Mich. State Col.; Ed.D. '54, Tchrs. Col., Columbia Univ.; Assoc. Coordinator, CPEA, Tchrs. Col., Columbia Univ., New York, N. Y., since 1954.

Vincent, William S., A.B.'36, Col. of William and Mary; A.M.'40, Ph.D.'44, Columbia Univ.; Tchrs. Col., Columbia Univ., New York, N. Y.

Wade, John E., B.S.'97, Col. of the City of N. Y.; A.M.'02, Columbia Univ.; Supt. of New York City Sch., 1942-47 (retired). Address: 390 West End Ave., New York, N. Y.

*Wagner, Thomas J., A.B.'10, Franklin and Marshall Col.; A.M.'13, Tchrs. Col., Columbia Univ.; Pd.D.'23, New York Univ. Address: Croton-on-Hudson, N. Y.

Ward, Fletcher Rexford, Member, Bd. of Educ., Bemus Point, N. Y., since 1953.

Warren, Carl V., B.S.'23, Hamilton Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Huntington, N. Y., since 1949.

Webb, Everett S., A.B.'24, Amherst Col.; A.M.'28, Cornell Univ.; Supvg. Prin. of Sch., Hartsdale, N. Y., since 1940.

Weil, Truda T., B.S.'20, M.A.'30, New York Univ.; Asst. Supt. of New York City Sch., New York, N. Y.

Weinrich, Ernest Frederick, Ed.D.'46, Columbia Univ.; Asst. Supt. of Sch., Schenectady, N. Y., since 1950.

Welch, Earl E., B.A.'25, State Univ. of Iowa; Ph.M.'33, Univ. of Wis.; Editor-in-Chief, Silver Burdett Co., New York, N. Y., since 1940.

Wenzl, Theodore C., C.E.'31, Rensselaer Polytech. Inst.; M.A.'36, N. J. State Tchrs. Col., Upper Montclair; Ed.D.'40, Tchrs. Col., Columbia Univ.; Chief, Bureau of Apportionment, State Educ. Dept., Albany, N. Y., since 1945.

Westervelt, Ralph Vincent, B.S.'36, Ithaca Col.; M.A.'43, Columbia Univ.; Supvg. Prin. of Guilderland Central Sch., Guilderland Center, N. Y., since 1950.

Westfall, Leon H., Ph.D.'34, Tchrs. Col., Columbia Univ.; Dist. Prin. of Sch., Locust Valley, N. Y., since 1947.

Wheaton, Gordon A., B.S.'42, Ithaca Col.; M.A.'47, Ed.D.'51, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Monroe-Woodbury Central Sch. Dist. 1, Monroe, N. Y., since 1953.

Wheeler, Walter M., B.A.'29, Syracuse Univ.; M.A.'35, Columbia Univ.; Supvg. Prin. of Onondaga Central Sch., Nedrow, N. Y., since 1942.

White, Ellis F., B.S.'33, M.A. in Ed.'38, St. Lawrence Univ.; Ed.D.'45, N. Y. Univ.; Dir., Div. of Educ., American Social Hygiene Assn., New York, N. Y., since 1953.

Whitsitt, Robert Craig, B.A.'42, Trinity Col.; M.A.'48, Tchrs. Col., Columbia Univ.; Asst. to the Supt., Eastchester Sch., Tuckahoe, N. Y., since 1952.

Wightman, Vernon E., M.A.'40, New York Univ.; Supt. of Sch., Bath, N. Y., since 1942.

Wiles, Marion Elizabeth, B.S.'29, Columbia Univ.; Ed.M.'36, Ed.D.'40, Harvard Univ.; Admin. Asst. to Supt. of Sch., Great Neck, N. Y., since 1945.

Wiley, Robert H., M.A.'35, Columbia Univ.; Supt. of Sch., Spring Valley, N. Y., since 1949.

Wilhousky, Peter J., B.S.'36, Juilliard Sch. of Music; Asst. Dir. of Music, New York City Bd. of Educ., Brooklyn, N. Y., since 1940.

Williams, Harry A., A.B.'29, Nebr. State Tchrs. Col., Peru; M.A.'36, Colo. State Col. of Educ.; Asst. Supt. of Sch., Port Washington, N. Y., since 1953.

Williamson, Pauline Brooks, Secy., American Assn. for Gifted Children, New York, N. Y., since 1947.

Wilson, Lewis A., B.Sc.'26, Stout Inst.; LL.D.'34, Alfred Univ.; LL.D.'42, Syracuse Univ.; LL.D.'54, Columbia Univ.; Commr. of Educ., State Educ. Dept., Albany, N. Y., since 1950.

Wilson, Martin L., A.B.'07, Cornell Univ.; M.A.'38, Columbia Univ.; Prin., Christopher Columbus H. S., New York, N. Y., since 1948.

Wilson, Ruth Adeline, B.S.'32, N. Y. State Tchrs. Col., Buffalo; Dir. of Elem. Educ., Cleveland Hill Sch. Dist. 3, Cheektowaga, N. Y., since 1944.

Wilson, Walter S., B.S.'27, Colgate Univ.; M.A.'32, St. Lawrence Univ.; Supt. of Sch., Massena, N. Y., since 1947.

Wilson, William Keith, A.B.'20, Rio Grande Col.; M.A.'24, Ph.D.'33, Ohio State Univ.; Consultant, Sch. Plant Surveys, Rensselaer, N. Y., since 1952.

Windoes, Frederic C., Project Asst., CPEA, Tchrs. Col., Columbia Univ., New York, N. Y.

Winterble, (Mrs.) Margaret R., M.A.'34, Tchrs. Col., Columbia Univ.; Research Asst., Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1930.

Wise, James Waterman, A.B.'23, Columbia Univ.; Dir., Council Against Intolerance in America, 1123 Broadway, New York, N. Y., since 1938.

Wood, Harold B., A.B.'24, Hiram Col.; A.M.'29, Univ. of Chicago; Ph.D.'44, Syracuse Univ.; Supvg. Prin. of H. S., Brewster, N. Y., since 1951.

Woodruff, Robert B., B.S.'32, Springfield Col.; M.A.'33, St. Lawrence Univ.; Supvg. Prin. of Sch., Van Hornesville, N. Y., since 1942.

Worboys, Herbert J., A.B.'28, Hamilton Col.; M.A.'39, Columbia Univ.; Supvg. Prin., Honeoye Falls, N. Y., since 1929.

Wormley, Donald S., A.B.'30, Susquehanna Univ.; M.A.'39, Bucknell Univ.; Asst. Prin. of Union Free Sch. Dist. 2, Irvington, N. Y.

Wright, Harold W., M.A.'28, New York Univ.; M.A.'38, Columbia Univ.; Supvg. Prin., Sewanhaka H. S., Floral Park, N. Y., since 1947.

Wrightstone, J. Wayne, B.S.'25, Univ. of Pa.; M.A.'28, N. Y. Univ.; Ph.D.'33, Tchrs. Col., Columbia Univ.; Dir., Bureau of Educ. Research, Bd. of Educ., 110 Livingston St., Brooklyn, N. Y., since 1949.

Wyler, Rose, A.B.'29, Barnard Col.; A.M.'31, Tchrs. Col., Columbia Univ.; Science Editor, Julian Messner, Inc., New York, N. Y., since 1952.

Wynn, Dale Richard, B.S. in Ed.'39, M.S. in Ed.'46, Bucknell Univ.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Tchrs. Col., Columbia Univ., New York, N. Y., since 1954.

*Wynstra, Stanley S., B.A., M.A. in Ed.'47, Univ. of Wash.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Yonkers, N. Y., since 1950.

York, Arthur C., B.S.'32, N. Y. State Tchrs. Col., Buffalo; M.A.'36, Univ. of Rochester; Prin. of Amherst Elem. Sch. 13, Eggertsville, N. Y., since 1941.

*Young, William E., A.B.'24, Bates Col.; M.A.'28, Ph.D.'30, State Univ. of Iowa; Dir. of Elem. Educ., State Educ. Dept., Albany, N. Y., since 1938.

Zakary, Robert F., B.S.'34, N. Y. State Col. for Tchrs.; M.A.'36, Tchrs. Col., Columbia Univ.; Supvg. Prin., North Merrick Sch., Merrick, N. Y., since 1944.

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Abernethy, C. M., A.B.'30, Wake Forest Col.; M.A.'33, Univ. of N. C.; Caldwell Co. Supt. of Sch., Lenoir, N. C., 1935-43, and since 1949.

Abernethy, Walter Eugene, M.A.'29, Univ. of N. C.; Supt. of Sch., Shelby, N. C., since 1936.

Andrews, L. Earl, A.B.'24, Wake Forest Col.; M.A.'33, Columbia Univ.; Supt. of City Sch., Lexington, N. C., since 1937.

Arndt, Harry McCullough, A.B.'32, Lenoir-Rhyne Col.; Supt. of Catawba Co. Sch., Newton, N. C., since 1953.

Arnold, G. H., A.B.'27, M.A.'40, Univ. of N. C.; Supt. of City Sch., Thomasville, N. C., since 1944.

Ashley, Frank L., B.S.'11, Young Harris Col.; A.M.'13, Newberry Col.; Prin., Sr. H. S., Gastonia, N. C., since 1929.

Barnes, B. N., A.B.'26, Wake Forest Col.; A.M.'31, Univ. of N. C.; Supt. of Sch., King's Mountain, N. C., since 1934.

Barnes, Edward M., A.B.'31, Livingstone Col.; A.M.'45, Univ. of Mich.; Prin., Charles H. Darden H. S., Wilson, N. C., since 1932.

Batson, John Albert, A.B.'24, Wofford Col.; M.A.'40, Univ. of S. C.; Prin., Mt. Olive Sch., Mt. Olive, N. C., since 1952.

Benton, Randolph, B.A.'13, Wake Forest Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Wake Co. Supt. of Sch., Raleigh, N. C., since 1940.

Blevins, Robert L., A.B.'38, Milligan Col.; M.A.'46, Univ. of N. C.; Prin., Old Town Sch., Winston-Salem, N. C., since 1952.

Bluford, Ferdinand D., A.B.'08, D.Ped.'26, Va. Union Univ.; B.Ped.'09, Howard Univ.; Pres., Agrl. and Tech. Col. of N. C., Greensboro, N. C., since 1925.

*Boger, W. J., Jr., A.B.'22, Lenoir-Rhyne Col.; A.M.'42, Univ. of N. C.; Supt. of Randolph Co. Sch., Asheboro, N. C., since 1953.

Bolmeier, E. C., B.S.'27, N. Dak. Agrl. Col.; M.A.'31, Ph.D.'37, Univ. of Chicago; Prof. of Educ., Duke Univ., Durham, N. C., since 1948.

Booth, Jean Patrick, A.B.'23, Davidson Col.; M.A.'39, New York Univ.; Supt. of Sch., Kinston, N. C., since 1945.

*Brimley, Ralph F. W., B.S.'28, N. C. State Col.; M.A.'40, Univ. of N. C.; Forsyth Co. Supt. of Sch., Hanes, N. C., since 1947.

Brittell, Robert W., B.A.'42, Coe Col.; M.S.'50, Drake Univ.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Asst. Prof. of Educ., Univ. of N. C., Chapel Hill, N. C., since 1954.

Brown, C. C., Dir., Div. of Transportation, State Bd. of Educ., Raleigh, N. C.

Bruton, Lawrence Allen, A.B.'27, Elon Col.; M.A. in Ed.'47, Univ. of N. C.; Supt. of Sch., Whiteville, N. C., since 1947.

Bueck, Hieronymus, B.S.'24, M.S.'26, N. C. State Col.; Supt., City Admin. Unit, Murphy, N. C., since 1932.

Bullock, Henry Harrison, B.S.'22, Univ. of N. C.; Supt. of Lenoir Co. Sch., Kinston, N. C., since 1949.

Bullock, William J., A.B.'24, Duke Univ.; A.M.'27, Col. of William and Mary; Supt. of Sch., Kannapolis, N. C., since 1931.

Bundy, V. Mayo, B.A.'35, M.A.'41, Univ. of N. C.; Supt. of City Sch., Madison, N. C., since 1953.

Byers, J. W., A.B.'30, Catawba Col.; M.E. '43, Univ. of N. C.; Supt. of Sch., Asheville, N. C., since 1945.

Byrd, F. D., Jr., B.S.'31, Wake Forest Col.; Cumberland Co. Supt. of Sch., Fayetteville, N. C., since 1946.

Calhoun, D. M., A.B.'27, Davidson Col.; Co. Supt. of Sch., Elizabethtown, N. C., since 1945.

Cameron, John L., A.B.'37, Elon Col.; M.A. '47, Univ. of N. C.; Dir., Div. of Schoolhouse Planning and Surveys, State Dept. of Pub. Instr., Raleigh, N. C., since 1950.

Cannon, Lewis S., Master's in Sch. Admin. '42, Univ. of N. C.; Supt. of City Sch., Pinehurst, N. C., since 1947.

Carpenter, N. H., B.A.'35, Lenoir-Rhyne Col.; M.A.'41, Duke Univ.; Supt. of Sch., Elkin, N. C., since 1945.

Carr, G. Paul, A.B.'30, M.Ed.'52, Univ. of N. C.; Supt. of Orange Co. Sch., Hillsboro, N. C., since 1951.

Carroll, Charles F., A.B.'21, M.Ed.'30, LL.D. '54, Duke Univ.; LL.D.'52, High Point Col.; State Supt. of Pub. Instr., Raleigh, N. C., since 1952.

Chappell, S. G., A.B.'27, Univ. of N. C.; M.A.'50, East Carolina Tchrs. Col.; Supt. of Sch., Wilson, N. C., since 1939.

Chewning, Charles H., A.B.'29, Wofford Col.; M.A.'42, Univ. of S. C.; Co. Supt. of Sch., Durham, N. C., since 1952.

Clem, Kenneth Sanford, A.B.'35, Defiance Col.; M.A.'53, Univ. of N. C.; Graham Co. Supt. of Sch., Robbinsville, N. C., since 1953.

Combs, A. B., B.A.'10, M.A.'11, Wake Forest Col.; Assoc., Div. of Instructional Serv., State Dept. of Pub. Instr., Raleigh, N. C., since 1929.

Conley, Donald Hayes, B.A.'23, Duke Univ.; Pitt Co. Supt. of Sch., Greenville, N. C., since 1932.

Cooke, Dennis H., A.B.'25, M.Ed.'28, Duke Univ.; Ph.D.'30, George Peabody Col. for Tchrs.; Pres., High Point Col., High Point, N. C., since 1949.

Cope, W. Vernon, B.S.'40, Western Carolina Tchrs. Col.; Supt. of Jackson Co. Sch., Sylva, N. C., since 1948.

Cromer, Voigt Rhodes, A.B.'25, D.D.'47, Lenoir-Rhyne Col.; A.M.'27, Univ. of S. C.; B.D.'28, Lutheran Theol. Southern Sem.; S.T.M.'29, Hartford Sem. Foundation; Pres., Lenoir-Rhyne Col., Hickory, N. C., since 1949.

Davis, Alfred Clements, B.S. in Com.'36, Univ. of N. C.; Dir., Div. of Auditing and Acctg., N. C. State Bd. of Educ., Raleigh, N. C., since 1949.

Davis, B. L., Supt. of Greene Co. Sch., Snow Hill, N. C.

Davis, Charles W., A.B.'19, M.A.'28, Univ. of N. C.; Supt. of Sch., Chapel Hill, N. C., since 1945.

Denning, J. T., B.A.'36, Atlantic Christian Col.; Supt. of Sampson Co. Sch., Clinton, N. C., since 1953.

Douglas, Clarence DeWitt, A.B.'20, Duke Univ.; Controller, State Bd. of Educ., Raleigh, N. C.

Dudley, Walter R., A.B.'37, Chowan Col.; Master's '42, Univ. of N. C.; Supt. of City Sch., Red Springs, N. C., since 1944.

Duggins, C. W., A.B.'29, Western Ky. State Tchrs. Col.; M.Ed.'47, Duke Univ.; Supt. of Sch., Oxford, N. C., since 1953.

Duncan, S. E., A.B.'27, Livingstone Col.; M.A.'32, Ph.D.'49, Cornell Univ.; State Supvr. of Negro H. S., Raleigh, N. C., since 1946.

Dupree, J. L., B.S.'31, Wake Forest Col.; A.M.'41, Duke Univ.; Bertie Co. Supt. of Sch., Windsor, N. C., since 1946.

Dupree, Ollen Augustus, B.S.'33, A. and T. Col. of N. C.; M.A.'44, Univ. of Mich.; Prin. of Samson Tr. Sch., Clinton, N. C., since 1951.

Eason, Francis Halstead, B.S.'36, Wake Forest Col.; M.A.'50, E. Carolina Col.; Supt. of City Sch., Franklinton, N. C., since 1951.

Edwards, (Mrs.) Ethel P., B.S.'34, George Peabody Col. for Tchrs.; Exec. Secy., N. C. Educ. Assn., Raleigh, N. C., since 1944.

Eller, Chelcie B., B.S.'26, N. C. State Col.; Supt. of Wilkes Co. Sch., Wilkesboro, N. C., since 1933.

Erwin, Charles C., B.A.'37, Univ. of N. C.; M.A.'40, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Salisbury, N. C., since 1945.

Evans, (Mrs.) Mary Langston, A.B.'32, Duke Univ.; Dare Co. Supt. of Sch., Manteo, N. C., since 1951.

Fields, (Miss) Clyde, B.M.'12, A.B.'36, Woman's Col., Univ. of N. C.; Supt. of Allegheny Co. Sch., Sparta, N. C., since 1943.

Funderburk, Earl C., A.B.'34, M.A.'46, Univ. of N. C.; Supt. of Sch., Elizabeth City, N. C., since 1949.

Furr, C. A., A.B.'20, Loyola Univ.; A.M.'31, Univ. of N. C.; Co. Supt. of Sch., Concord, N. C., since 1939.

Garinger, Elmer H., A.B.'16, Univ. of Mo.; M.A.'21, Ph.D.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Charlotte, N. C., since 1949.

Gibson, A. B., A.B.'26, Duke Univ.; M.A. '40, Columbia Univ.; Supt. of Sch., Laurinburg, N. C., since 1940.

Gordon, Rossie Beamon, B.S.'36, Wake Forest Col.; Prin. of Benvenue H. S., Rocky Mount, N. C., since 1943.

Green, Roy M., A.B.'30, Elon Col. (N. C.); Supt. of Stokes Co. Sch., Danbury, N. C., since 1947.

Griffin, R. B., B.A.'25, Wake Forest Col.; Supt. of Person Co. Sch., Roxboro, N. C., since 1935.

Grigg, Claud, A.B.'21, M.A.'28, Duke Univ.; Supt. of Sch., Albemarle, N. C., since 1934.

Grigg, Jasper Horace, A.B.'16, Duke Univ.; Cleveland Co. Supt. of Sch., Shelby, N. C., since 1926.

*Gwynn, John Minor, A.B.'18, A.M.'27, Univ. of N. C.; Ph.D.'35, Yale Univ.; Prof. of Educ., Univ. of N. C., Chapel Hill, N. C., since 1927.

Hagaman, J. G., B.S.'34, Appalachian State Tchrs. Col.; M.Ed.'40, Duke Univ.; Supt. of Sch., Lenoir, N. C., since 1951.

Helton, Sam H., B.S.'35, Appalachian State Tchrs. Col.; M.A.'45, Univ. of N. C.; Iredell Co. Supt. of Sch., Statesville, N. C., since 1951.

Hix, David N., A.B.'25, M.Ed.'43, Duke Univ.; Co. Supt. of Sch., Oxford, N. C., since 1949.

Hobson, Fred Colby, A.B. in Ed.'29, Univ. of N. C.; Yadkin Co. Supt. of Sch., Yadkinville, N. C., since 1939.

Hoggard, John, A.B.'03, Univ. of N. C.; M.D.'07, Med. Col. of Va.; Pres., Wilmington Col., Wilmington, N. C., since 1948.

Holloman, Charles Robert, B.S.'39 Western Carolina Tchrs. Col. (N. C.); LL.B.'50, Duke Univ.; Budget Analyst for Pub. Sch. Funds, State Budget Bureau of N. C., Raleigh, N. C., since 1951.

Hough, John M., B.A.'29, Wake Forest Col.; M.A.'40, Univ. of N. C.; Supt. of Twp. Sch., Leaksville, N. C., since 1947.

Howell, Edward N., B.S.'16, Northeast Mo. State Tchrs. Col.; M.A. in Ed.'48, Univ. of N. C.; Prin. of Consol. Schs., Swannanoa, N. C., since 1925.

Hudson, Isham B., L.L.B.'21, A.B.'25, Wake Forest Col.; Onslow Co. Supt. of Sch., Jacksonville, N. C., since 1951.

Huneycutt, J. E., A.B.'34, M.A.'40, Univ. of N. C.; Supt. of Sch., Rockingham, N. C., since 1948.

Huss, Hunter, A.B.'23, Univ. of N. C.; Co. Supt. of Schs., Gastonia, N. C.

Idol, E. D., A.B.'14, Park Col.; Guilford Co. Supt. of Sch., Greensboro, N. C., since 1945.

Inscoe, L. S., B.A.'15, Wake Forest Col.; M.A.'28, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Nashville, N. C., since 1919.

Jenkins, Wade M., Dir., Div. of Textbooks, State Bd. of Educ., Raleigh, N. C., since 1945.

Johnson, Daniel Sloan, A.B.'24, M.A.'29, Duke Univ.; Supt. of City Sch., Rocky Mount, N. C., since 1949.

Johnson, O. P., A.B.'27, Duke Univ.; Supt. of Duplin Co. Sch., Kenansville, N. C., since 1935.

Joslyn, H. L., Mus.'10, Maryville Col. (Tenn.); B.S.'13, M.S.'16, N. C. State Col., Raleigh; Carteret Co. Supt. of Sch., Beaufort, N. C., since 1947.

Joyner, Claude R., B.A.'20, M.A.'45, Univ. of N. C.; Prin., Richard J. Reynolds H. S., Winston-Salem, N. C., since 1933.

Knox, J. H., B.S.'22, The Citadel; M.A.'38, Univ. of Chicago; Supt. of Sch., Salisbury, N. C., since 1934.

Kornegay, A. D., A.B.'33, M.A.'40, Univ. of N. C.; Supt. of Sch., Statesville, N. C., since 1954.

Kuykendall, Reagon L., A.B.'32, Catawba Col.; M.Ed.'52, Woman's Col., Univ. of N. C.; Prin., Griffith H. S., Winston-Salem, N. C., since 1951.

Kyzer, H. M., A.B.'19, Newberry Col.; Supt. of City Sch., Hamlet, N. C., since 1929.

Lambeth, M. T., A.B. in Ed.'26, Univ. of N. C.; M.A.'31, Columbia Univ.; Supt. of Children's Home, Winston-Salem, N. C., since 1954.

Larson, Fenton L., A.B.'33, Asbury Col.; M.A.'39, Univ. of N. C.; Supt. of Sch., Cherryville, N. C., since 1949.

Lentz, J. J., B.S.'34, Appalachian State Tchrs. Col.; Lee Co. Supt. of Sch., Sanford, N. C., since 1949.

Lewis, J. Allan, A.B.'34, Lynchburg Col.; M.A., Univ. of N. C.; Rockingham Co. Supt. of Sch., Wentworth, N. C., since 1946.

Littlefield, Broadus E., Supt., Robeson Co. Sch., Lumberton, N. C., since 1949.

Lockhart, John C., A.B.'12, Univ. of N. C.; Asst. Controller, Woman's Col., Univ. of N. C., Greensboro, N. C.

Lohr, B. E., B.A.'21, M.A.'22, Univ. of N. C.; Supt. of Sch., Lumberton, N. C., since 1942.

Lowder, S. Ray, A.B.'27, M.A.'46, Univ. of N. C.; Supt. of Sch., Lincolnton, N. C., since 1940.

Lowry, Roy Frank, A.B.'30, M.A.'36, Univ. of N. C.; Washington Co. Supt. of Sch., Plymouth, N. C., since 1947.

Lyles, James Robert, Jr., A.B.'33, Wofford Col.; A.M.'41, Univ. of S. C.; Ed.D.'52, Duke Univ.; Asst. Supt. in chg. of Instr., City Sch., Charlotte, N. C., since 1951.

McAllister, R. Brown, A.B.'30, Lenoir-Rhyne Col.; Supt. of Sch., Concord, N. C., since 1943.

McLamb, C. O., A.B.'36, Atlantic Christian Col.; M.A.'47, Univ. of N. C.; Prin., Pub. Sch., Walkertown, N. C., since 1948.

McSwain, Holland, A.B. in Ed.'28, Univ. of N. C.; Supt. of Macon Co. Sch., Franklin, N. C., since 1951.

MacDonald, Henry J., A.B.'34, M.A.'40, Duke Univ.; Supt. of City Sch., New Bern, N. C., since 1947.

Manning, James C., A.B.'23, Atlantic Christian Col.; Supt., Martin Co. Sch., Williamston, N. C., since 1931.

Marable, John R., A.B.'39, Shaw Univ.; M.S.Ed.'49, Univ. of Pa.; Prin. of Elem. and H. S., Hendersonville, N. C., since 1943.

Massengill, Edwin, B.S.'38, Univ. of N. C.; Sales Rep., Star Engraving Co., Raleigh, N. C., since 1940.

Moore, J. H., A.B.'25, Miss. Col.; M.A.'31, Univ. of N. C.; Pasquotank Co. Supt. of Sch., Elizabeth City, N. C., since 1947.

Moore, John Watson, A.B.'12, D.Pd.'52, Davidson Col.; M.Ed.'32, Duke Univ.; Supt. of Sch., Winston-Salem, N. C., since 1933.

Moore, W. B., A.B. in Ed.'31, Univ. of N. C.; Jones Co. Supt. of Sch., Trenton, N. C., since 1945.

Morgan, Roland R., B.A.'28, Berea Col.; M.A.'40, Univ. of N. C.; Supt. of Sch., Mooresville, N. C., since 1945.

Morrison, Boyce M., B.S.'46, Davidson Col.; M.A.'50, Univ. of N. C.; Assoc., Div. of Sch. Planning, State Dept. of Pub. Instr., Raleigh, N. C., since 1951.

Murphy, Tate Thurman, Supt. of Pender Co. Sch., Burgaw, N. C., since 1908.

Nixon, Joe R., A.B.'19, Univ. of N. C.; Lincoln Co. Supt. of Sch., Lincolnton, N. C., since 1931.

Parham, Maston S., B.S.'32, The Citadel; M.Ed.'49, Duke Univ.; Supt. of City Sch., Morganton, N. C., since 1951.

Payne, W. D., A.B.'27, Bridgewater Col.; M.A.'41, Univ. of N. C.; Supt. of City Sch., Henderson, N. C., since 1950.

Pendergraph, L. B., A.B.'07, Duke Univ.; Supt. of Sch., Mount Airy, N. C., since 1928.

Phillips, Guy Berryman, A.B.'13, Univ. of N. C.; M.A.'42, Columbia Univ.; D.Litt. '52, High Point Col.; Dir. of Summer Session and Prof. of Sch. Admin., Univ. of N. C., Chapel Hill, N. C., since 1938.

Proctor, Richard S., M.S.'29, N. C. State Col.; Wayne Co. Supt. of Sch., Goldsboro, N. C., since 1944.

Proffit, Glenn T., A.B.'26, M.A.'33, Univ. of N. C.; Harnett Co. Supt. of Sch., Lillington, N. C., since 1951.

Proffitt, Brank, B.S.'42, Western Carolina Tchrs. Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Tryon, N. C., since 1951.

Pruette, Dean B., B.A.'33, Limestone Col.; M.A.'41, Univ. of N. C.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Supt. of City Sch., High Point, N. C., since 1952.

Pugh, Robert Lee, A.B.'25, Wake Forest Col.; A.M.'50, Univ. of N. C.; Supt. of Craven Co. Sch., New Bern, N. C., since 1937.

*Roland, H. M., A.B.'20, Wake Forest Col.; New Hanover Co. Supt. of Sch., Wilmington, N. C., since 1936.

Rose, Junius H., A.B. 13, Duke Univ.; A.M. '26, Columbia Univ.; Supt. of Sch. and Dir. of Lab. Sch., East Carolina Tchrs. Col., Greenville, N. C., since 1920.

Rosenstengel, William E., B.S. in Ed.'23, Northeast Mo. State Tchrs. Col.; M.A. '27, Ph.D.'31, Univ. of Mo.; Prof. of Educ., Univ. of N. C., Chapel Hill, N. C., since 1941.

Ross, C. Reid, A.B. in Ed.'29, M.A.'50, Univ. of N. C.; Supt. of Sch., Fayetteville, N. C., since 1951.

Rufty, John E., B.S.'38, Western Carolina Tchrs. Col.; M.A.'51, George Peabody Col. for Tchrs.; Supt. of Sch., Andrews, N. C., since 1952.

Ryan, W. Carson, A.B.'07, Harvard Univ.; Ph.D. and Ed.D.'18, LL.D.'32, George Washington Univ.; Kenan Prof. of Educ., Univ. of N. C., Chapel Hill, N. C., since 1940.

Sanderson, Jesse O., A.B.'24, Duke Univ.; Supt. of Sch., Raleigh, N. C., since 1942.

*Schiebout, Ferdinand Conrad, Master's '48, Tchrs. Col., Columbia Univ.; Prin. of H. S., Morgantown, N. C., since 1953.

Scott, William Jackson, A.B.'33, M.A.'47, Univ. of N. C.; Prin., Central H. S., Mooresville, N. C., since 1945.

Seabrook, J. W., A.B.'09, Biddle Univ.; A.M.'30, Columbia Univ.; Pres., State Tchrs. Col., Fayetteville, N. C., since 1933.

Shelton, Nollie W., B.S.'31, Col. of William and Mary; M.A.'37, Univ. of N. C.; Hyde Co. Supt. of Sch., Swan Quarter, N. C., since 1941.

Shope, Nathaniel H., B.A.'39, Otterbein Col.; M.A.'48, Univ. of N. C.; 254 Jackson Circle, Chapel Hill, N. C.

Sifford, James P., Co. Supt. of Sch., Albemarle, N. C.

Simpson, Harold Edward, A.B.'36, M.A.'46, Univ. of N. C.; Prin. of Sch., Lewisville, N. C., since 1948.

Sipe, Gene C., A.B.'30, M.A.'39, Univ. of N. C.; Supt. of City Sch., Clinton, N. C., since 1947.

Smith, Benjamin L., A.B.'16, M.A.'37, Duke Univ.; Supt. of Sch., Greensboro, N. C., since 1936.

Smith, Budd E., A.B. in Ed.'31, M.A.'34, Ph.D.'42, Univ. of N. C.; Pres., Wingate Jr. Col., Wingate, N. C., since 1953.

Spikes, L. E., A.B.'24, M.Ed.'34, Duke Univ.; M.A.'39, Columbia Univ.; Ph.D. '42, George Peabody Col. for Tchrs.; Supt. of Sch., Burlington, N. C., since 1936.

Steere, Arthur, A.B.'25, Elon Col.; M.Ed. '42, Univ. of N. C.; Asst. Supt. of Forsyth Co. Sch., Hanes, N. C., since 1949.

Stone, H. C., Supt. of Brunswick Co. Sch., Southport, N. C.

Stumpf, Wippert A., B.S.'22, Univ. of Ill.; M.A.'34, Ph.D.'41, Univ. of Chicago; Assoc. Prof. of Educ., Dept. of Educ., Duke Univ., Durham, N. C.

Teachey, Guy B., A.B.'35, M.A.'45, Univ. of N. C.; Supt. of City Sch., Asheboro, N. C., since 1947.

Tharrington, Bruce H., A.B.'32, M.A.'40, Univ. of N. C.; Supt. of Surry Co. Sch., Dobson, N. C., since 1953.

Turner, N. L., Supt. of North Hampton Co. Sch., Jackson, N. C.

Veasey, Wesley F., B.A.'25, M.A.'45, Univ. of N. C.; Supt. of Beaufort Co. Sch., Washington, N. C., since 1947.

Ward, Marvin M., B.S.'34, Appalachian State Tchrs. Col.; M.A.'40, Univ. of N. C.; Admin. Asst. to the Supt. of Sch., Winston-Salem, N. C., since 1949.

Waters, Fred M., A.B.'16, Wabash Col.; M.A.'28, State Col. of Univ. of N. C.; Supt. of City Sch., Gastonia, N. C., since 1945.

Watson, William Henry, B.S.'33, M.A.'44, Hampton Institute; Ed.D.'49, N. Y. Univ.; Prin. of Ligon H. S., Raleigh, N. C., since 1953.

Weaver, Lucius Stacy, A.B.'24, Duke Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Durham, N. C., since 1947.

Weaver, Philip J., A.B.'34, Duke Univ.; A.M.'37, Univ. of N. C.; Asst. Supt. of Sch., Greensboro, N. C., since 1951.

West, Edwin Arthur, A.B.'24, Davidson Col.; M.A.'40, Univ. of N. C.; Supt. of Sch., Washington, N. C., since 1946.

White, J. Hugh, A.B.'22, Guilford Col.; Dist. Prin., Mineral Spring Sch., Winston-Salem, N. C., since 1927.

Whitley, Thomas Harrison, A.B.'34, M.A. '47, Univ. of N. C.; Caswell Co. Supt. of Sch., Yanceyville, N. C., since 1951.

Williams, Frederick Allen, B.S.'31, Agrl. and Tech. Col. of N. C.; M.A.'37, Mich. State Col.; Ph.D.'49, Univ. of Wis.; Dean of Grad. Sch., Agrl. and Tech. Col. of N. C., Greensboro, N. C., since 1950.

Wilson, James Walton, B.S.'19, The Citadel; M.A.'30, Columbia Univ.; Supt. of Mecklenburg Co. Sch., Charlotte, N. C., since 1944.

Workman, John H., A.B.'13, M.A.'32, Ph.D. '35, Univ. of N. C.; Head, Economics Dept., Appalachian State Tchrs. Col., Boone, N. C., since 1946.

Yount, Marvin Edward, Sr., A.B.'11, Concordia Col.; M.A.'43, George Peabody Col. for Tchrs.; LL.D.'50, Elon Col.; Alamance Co. Supt. of Sch., Graham, N. C., since 1927.

INSTITUTIONAL MEMBERS

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NORTH DAKOTA

Aarthun, Gabriel, B.A.'32, Concordia Col.; M.S. in Ed.'45, Univ. of N. Dak.; Supt. of Sch., Mayville, N. Dak., since 1946.

Aarthun, Martin, B.A.'35, Concordia Col. (Minn.); M.S. in Ed.'48, Univ. of N. Dak.; Supt. of Sch., Grenora, N. Dak., since 1946.

Aasmundstad, P. O., B.A.'38, N. Dak. State Tchrs. Col., Minot; M.S.'48, Univ. of N. Dak.; Supt. of Sch., McClusky, N. Dak., since 1947.

Anderson, H. T., B.S.'27, Univ. of N. Dak.; M.A.'38, Univ. of Minn.; Supt. of Sch., Hunter, N. Dak., since 1938.

Anderson, Sidney Vincent, B.S.'46, State Normal and Indus. Col. (N. Dak.); M.Ed. '50, Colo. A. and M. Col.; Supt., Elm Grove Sch. Dist. 13, Belfield, N. Dak., since 1954.

Appel, G. E., B.A.'42, N. Dak. State Tchrs. Col., Valley City; M.S.'49, Univ. of N. Dak.; Supt. of Sch., Cooperstown, N. Dak., since 1953.

Arnason, A. F., B.S.'29, M.A.'35, Univ. of N. Dak.; LL.D.'48, Jamestown Col.; Commr. of Higher Educ., State Dept. of Pub. Instr., Bismarck, N. Dak., since 1943.

Arveson, Raymond G., B.A.'42, N. Dak. State Tchrs. Col., Mayville; M.A.'48, Univ. of Minn.; Supt. of Sch., Leeds, N. Dak., since 1945.

Babitzke, Walt E., Ph.B.'50, Univ. of N. Dak.; Supt. of Special Sch. Dist. E, Edmore, N. Dak., since 1952.

Bachman, Kenneth E., B.A. in Ed.'32, N. Dak. State Tchrs. Col.; Supt. of Sch., Cathay, N. Dak., since 1954.

Bangs, R. W., M.S.'47, Univ. of N. Dak.; Supt. of Sch., Bottineau, N. Dak., since 1949.

Berger, L. E., M.A.'42, Univ. of N. Dak.; Supt. of Sch., West Fargo, N. Dak., since 1936.

Bishop, R. S., M.S.'47, N. Dak. Agrl. Col.; Supt. of Special Sch. Dist. 13, Hebron, N. Dak., since 1947.

Bjork, Alton J., B.A.'38, N. Dak. State Tchrs. Col., Valley City; Ed.D.'42, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Sec. Educ. and Admin., Univ. of N. Dak., Grand Forks, N. Dak., since 1946.

Blackorby, S. A., B.A.'42, N. Dak. State Tchrs. Col., Mayville; Supt. of Sch., Calvin, N. Dak., since 1946.

Branchaud, Ralph J., B.A.'37, Ripon Col.; M.S. in Ed.'53, Univ. of N. Dak.; Supt. of Baxter Sch. Dist. 3, St. John, N. Dak., since 1953.

Bye, Arthur C., B.S., N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Palermo, N. Dak., since 1952.

Cockle, R. H., Supt. of Sch., Napoleon, N. Dak.

Crank, Charles E., M.S. in Ed.'43, Univ. of Idaho; Supt. of Sch., Garrison, N. Dak., since 1940.

Cummings, Nathan W., B.A.Ed.'28, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Oakes, N. Dak., since 1951.

Cushman, M. L., A.B.'32, Western Mich. Col. of Educ.; A.M.'37, Univ. of Mich.; Ph.D.'43, Cornell Univ.; Dean, Col. of Educ., Univ. of N. Dak., Grand Forks, N. Dak., since 1954.

Dalager, Paul A., B.A.'20, St. Olaf Col.; Exec. Secy., N. Dak. Educ. Assn., Bismarck, N. Dak., since 1946.

Davis, Lloyd S., B.A.'45, Pacific Union Col.; Prin., Sheyenne River Acad., Harvey, N. Dak., since 1951.

Day, Erven W., Sr., B.A.'32, N. Dak. State Tchrs. Col., Minot; M.Ed.'52, Univ. of N. Dak.; Supt. of Sch., Powers Lake, N. Dak., since 1953.

Digerness, LeRoy, Supt., Sch. Dist. 8, Williston, N. Dak., since 1950.

Dooley, Kiaran Leonard, B.S.'31, Jamestown Col.; Supt. of Elem Grove Sch. Dist. 13, Belfield, N. Dak., 1953-54.

Edgerton, Hubert Clyde, Ph.B.'48, M.S. in Ed.'54, Univ. of N. Dak.; Supt., Sch. Dist. 62, Butte, N. Dak., since 1953.

Evans, L. Llewellyn, B.S., N. Dak. State Tchrs. Col., Dickinson; Supt. of Sch., Walhalla, N. Dak., since 1954.

Evingson, Caroline J., B.S.'30, N. Dak. State Col.; Supt. of Cass Co. Sch., Fargo, N. Dak., since 1923.

Falkenstein, George L., B.A.'31, M.S.'45, Univ. of N. Dak.; Supt. of Sch., Newport Special Sch. Dist., Towner, N. Dak., since 1953.

Fife, Sammy Weldon, B.A.'50, B.E.'51, Pacific Lutheran Col.; Supt. of Sch., Dunn Center, N. Dak., since 1954.

Folkins, Harold C., B.S.'49, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Denhoff, N. Dak., since 1953.

Garvin, (Rev.) John Eugene, M.A.'46, Ed.D. '48, Columbia Univ.; Diocesan Supt. of Sch., Bismarck, N. Dak., since 1951.

Gilliland, F. H., B.A.'17, M.A.'36, State Univ. of Iowa; Supt. of Sch., Devils Lake, N. Dak., since 1930.

Gludt, Clarence J., B.E.'31, Minn. State Tchrs. Col., Moorhead; M.S.'34, Univ. of N. Dak.; Supt. of Sch., Killdeer, N. Dak., since 1941.

Gulbrandson, Harold C., B.S. in Ed.'50, N. Dak. State Tchrs. Col., Mayville; M.S. in Ed.'54, Univ. of N. Dak.; Supt. of Sch., Neche, N. Dak., since 1954.

Gurley, Frank Howard, B.S.'33, M.A.'38, Univ. of Minn.; Supt. of Sch., Tioga, N. Dak., since 1953.

Gussner, William S., B.S.'26, Jamestown Col.; M.S. in Ed.'38, Univ. of N. Dak.; Supt. of Sch., Jamestown, N. Dak., since 1939.

Guthrie, James R., B.A.'37, N. Dak. State Tchrs. Col., Minot; M.Ed.'51, Mont. State Univ.; Supt. of Sch., Mott, N. Dak., since 1951.

Hagen, Alem L., B.A.'25, Concordia Col.; M.A.'33, Univ. of Minn.; Supt. of Sch., Dickinson, N. Dak., since 1938.

Hansen, John K., B.S.'46, B.S.'48, Univ. of Minn.; Supt. of Sch., Crary, N. Dak., since 1951.

Hanson, B. M., M.S. in Ed.'49, Univ. of N. Dak.; Supt. of Pub. Sch., Harvey, N. Dak., since 1949.

Haring, Richard J., M.A. in Ed.Adm.'51, Colo. State Col. of Educ.; Supt. of Sch., Hazen, N. Dak., since 1952.

Havig, Leonard T., B.A.'21, St. Olaf Col.; M.A.'31, Univ. of Minn.; Supt. of City Sch., Williston, N. Dak., since 1946.

Herrala, F. Duane, B.S.'51, N. Dak. State Tchrs. Col., Minot; Supt., Rosedale Sch. Dist. 5, Hansboro, N. Dak., since 1953.

Herwick, Edwin N., B.A.'40, N. Dak. State Tchrs. Col., Valley City; M.Ed.'53, Univ. of N. Dak.; Supt. of Sch., Kindred, N. Dak., since 1954.

Hilde, E. R., B.A.'31, N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Washburn, N. Dak., since 1947.

Hill, Lyle H., B.S.'28, N. Dak. Agrl. Col.; M.Ed.'41, Univ. of Wash.; Supt. of Sch., Ellendale, N. Dak., since 1954.

Homuth, Veryle E., B.A.'41, N. Dak. State Tchrs. Col., Valley City; M.S.'53, Univ. of N. Dak.; Supt. of Sch., Inkster, N. Dak., since 1952.

Iverson, Glen A., B.A.'34, N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Underwood, N. Dak., since 1948.

Iverson, Irving L., B.A.'34, St. Olaf Col.; M.Ed.'41, Univ. of Mont.; Supt. of City Sch., New Rockford, N. Dak., since 1949.

Jenson, Harvey N., B.A.'20, Union Col. (Nebr.); Supt. of Sch., Solen, N. Dak., since 1952.

Johnson, Elmer C., M.S. in Ed.'38, Univ. of N. Dak.; Supt. of Sch., Kenmare, N. Dak., since 1929.

Jordahl, Carl W., B.A.'29, Luther Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Lidgerwood, N. Dak., 1944-54 (retired).

Juhala, R. W., B.S. in Ed.'49, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Taylor, N. Dak., since 1950.

Kosebud, C. R., B.S.'28, N. Dak. State Tchrs. Col., Valley City; M.Ed.'46, Univ. of Mont.; Supt. of Sch., Rolla, N. Dak., since 1951.

Krogh, William R., B.A.'46, N. Dak. State Tchrs. Col., Mayville; M.S.'53, Univ. of N. Dak.; Supt. of Sch., Casselton, N. Dak., 1951-54.

Larsen, Levi N., B.A.'32, Jamestown Col.; M.A.'42, Mont. State Univ.; Supt. of Sch., Watford City, N. Dak., since 1942.

Larson, Clarence A., 124 North Terrace, Fargo, N. Dak.

Lee, Knute H., B.A.'35, N. Dak. State Tchrs. Col., Minot; Supt. of Turtle Mountain Consol. Indian Agency, Belcourt, N. Dak., since 1954.

Lokken, Roscoe L., Ph.D.'39, State Univ. of Iowa; Pres., State Tchrs. Col., Valley City, N. Dak., since 1946.

Lura, Casper P., A.B.'27, N. Dak. State Tchrs. Col., Mayville; A.M.'30, Ph.D.'32, State Univ. of Iowa; Pres., State Tchrs. Col., Minot, N. Dak., since 1954.

McCrea, Minard, B.S.'36, M.S.'43, Univ. of N. Dak.; Supt. of City Sch., Valley City, N. Dak., since 1949.

McKee, Ronald J., B.S.'51, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Tappen, N. Dak., since 1952.

Marsden, Fred, M.Ed.'53, Univ. of N. Dak.; Supt. of Special Sch. Dist., Milnor, N. Dak., since 1954.

Maxwell, James H., B.S.Ed.'41, N. Dak. Agrl. Col.; M.S.Ed.Adm.53, Univ. of N. Dak.; Supt. of Sch., Grafton, N. Dak., since 1954.

Meinecke, Reuben, B.A. in Sec.Ed.'39, N. Dak. State Tchrs. Col., Valley City; M.S. in Ed.'49, Univ. of N. Dak.; Supt. of Pub. Sch., Plaza, N. Dak., since 1952.

Melsted, Freeman, B.A.'40, N. Dak. State Tchrs. Col., Mayville; M.Ed.'54, Univ. of N. Dak.; Supt., Special Sch. Dist., Starkweather, N. Dak., since 1952.

Miller, A. R., B.A.'28, N. Dak. State Tchrs. Col., Minot; M.A.'36, Univ. of Minn.; Supt. of Sch., Beach, N. Dak., since 1936.

Miller, Paul A., B.A.'18, Valparaiso Univ.; M.A.'30, Univ. of N. Dak.; Supt. of City Sch., Minot, N. Dak., since 1944.

Mueller, Arnold A., B.S. in Ed.'51, N. Dak. State Tchrs. Col., Dickinson; Supt. of Dewey Sch. Dist. 22, Juanita, N. Dak., since 1952.

Neff, William Lee, Ed.D.'41, Stanford Univ.; Supt. of City Sch., Mandan, N. Dak., since 1944.

Noonan, James L., B.S.'48, N. Dak. Agrl. Col.; M.S. in Ed.'52, Univ. of N. Dak.; Supt. of Sch., Page, N. Dak., since 1951.

Nordrum, Garfield B., Dir., State Sch. Construction Fund, Dept. of Pub. Instr., Bismarck, N. Dak., since 1954.

Olafson, M. O., B.A.'30, St. Olaf Col.; M.S.'46, Univ. of N. Dak.; Supt. of Sch., Minto, N. Dak., since 1945.

Olson, Leon B., B.S.'48, Jamestown Col. (N. Dak.); Supt. of Special Sch. Dist., Glen Ullin, N. Dak., since 1952.

Olson, Morris C., B.A.'31, N. Dak. State Tchrs. Col., Valley City; M.E.'39, Mont. State Univ.; Supt. of Sch., Lisbon, N. Dak., since 1947.

Olson, Olger, B.A.'32, Concordia Col.; M.S. in Ed.'40, Univ. of N. Dak.; Supt. of Sch., Fairmount, N. Dak., since 1941.

Peckham, Donald S., B.A.'26, Univ. of S. Dak.; M.S. in Ed.'52, Univ. of N. Dak.; Supt. of Sch., Streeter, N. Dak., since 1953.

Pennington, J. I., B.A.'30, Hastings Col. (Nebr.); M.E.'40, Univ. of Colo.; Supt. of Sch., Rugby, N. Dak., since 1946.

Peterson, M. F., B.A.'33, Concordia Col. (Minn.); State Supt. of Pub. Instr., Bismarck, N. D., since 1951.

Randall, James, B.S. in Ed.'40, N. Dak. State Tchrs. Col., Minot; M.S. in Ed.'49, Univ. of N. Dak.; Stark Co. Supt. of Sch., Dickinson, N. Dak., since 1953.

Ratzlaff, Richard B., B.S.'41, State Normal and Indus. Col. (N. Dak.); M.S.'51, Univ. of N. Dak.; Supt. of Sch., Hoople, N. Dak., since 1954.

Reich, Roland H., M.Ed.'49, Mont. State Univ.; Supt. of Sch., Casselton, N. Dak., since 1954.

Rhodes, Vaughn E., B.A.'46, N. Dak. State Tchrs. Col., Valley City; M.Ed.'52, Univ. of N. Dak.; Supt. of Sch., Sharon, N. Dak., since 1951.

Richardson, Vernon, B.A. in Ed.'42, N. Dak. State Tchrs. Col., Dickinson; Prin. of H. S., Rhame, N. Dak., since 1949.

Rime, Curtis M., B.A.'33, N. Dak. State Tchrs. Col., Valley City; Supt. of Sch., Portal, N. Dak., since 1937.

Rimestad, Sigurd K., B.S. in Ed.'50, Univ. of N. Dak.; Supt. of Sch. Dist. 106, Edinburg, N. Dak., since 1953.

Rindt, Joe E., B.A.'42, N. Dak. State Tchrs. Col., Minot; M.A.'53, Univ. of Wyo.; Supt. of Sch., Lidgerwood, N. Dak., since 1954.

Roberts, John J., B.S.'29, M.A.'39, Univ. of Minn.; Supt. of Sch., Hettinger, N. Dak., since 1939.

Rue, Knute L., B.A.'27, Univ. of N. Dak.; M.A.'41, Univ. of Minn.; Supt. of Sch., Cavalier, N. Dak., since 1945.

Sather, Emil F., B.S.'28, N. Dak. State Tchrs. Col., Mayville; M.S.'36, Univ. of N. Dak.; Supt. of Sch., Crosby, N. Dak., since 1953.

Schroeder, Elroy H., B.S.'26, M.S.'35, Univ. of N. Dak.; LL.D.'48, Wesley Col. (N. Dak.); Supt. of Independent Sch. Dist. 1, Grand Forks, N. Dak., since 1933.

Scott, Charles E., B.A.'21, M.A.'22, Colo. Col. of Educ.; Pres., State Tchrs. Col., Dickinson, N. Dak., since 1939.

Selke, Erich, Ph.D.'32, Univ. of Minn.; Prof. of Educ., Univ. of N. Dak., Grand Forks, N. Dak., since 1936.

Sethre, J. C., B.A.'28, Luther Col.; M.S.'45, Univ. of N. Dak.; Supt. of Special Sch. Dist. 83, Northwood, N. Dak., since 1940.

Simle, T. E., B.A.'30, N. Dak. State Tchrs. Col., Mayville; M.A.'47, Colo. State Col. of Educ.; Supt. of Sch., Bismarck, N. Dak., since 1952.

Simson, Arthur W., B.E.'31, Minn. State Tchrs. Col., Moorhead; M.Ed.'54, Univ. of N. Dak.; Supt., Special Sch. Dist. 10, Hope, N. Dak., since 1949.

Smith, Carl F., B.Ed.'34, Wis. State Tchrs. Col., Platteville; M.A.'36, Columbia Univ.; Supt., N. Dak. Sch. for the Deaf, Devils Lake, N. Dak., since 1945.

Smith, F. U., B.S. in Ed.'33, M.S. in Ed.'50, Univ. of N. Dak.; Supt. of Walsh Co. Agrl. H. S., Park River, N. Dak., since 1953.

Stephens, G. M., B.S.'32, State Normal and Indus. Col. (N. Dak.); M.A.'41, Univ. of Colo.; Supt. of Sch., Riverdale, N. Dak., since 1951.

Stock, L. H., B.S.'48, N. Dak. State Tchrs. Col., Valley City; M.A.'52, Colo. State Col. of Educ.; Supt. of Sch., Steele, N. Dak., since 1953.

Swenson, Martin J., Supt. of Special Sch. Dist., Wildrose, N. Dak.

Thordarson, T. W., Diploma '12, N. Dak. State Tchrs. Col., Valley City; B.S.'16, M.S.'25, N. Dak. Agrl. Col.; LL.B.'48, LaSalle Univ.; State Dir., Supervised Study, State Agrl. Col., Fargo, N. Dak., since 1935.

Tonneson, Otto J., B.A.'37, N. Dak. State Tchrs. Col., Minot; Supt. of Sch., Newburg, N. Dak., since 1942.

Totdahl, A. O., B.A.'35, Luther Col.; Supt. of Sch., Beulah, N. Dak., since 1941.

Turner, Daniel O., B.S.A.'24, Kansas State Col. of Agr. and Applied Sc.; Supt. of Sch., Wilton, N. Dak., since 1954.

Urban, Wilmar A., B.A.'49, Jamestown Col.; Supt., Pub. Sch., Sentinel Butte, N. Dak., since 1952.

Vasey, Hamilton G., A.B.'36, Ill. Col.; M.A. '38, State Univ. of Iowa; Supt. of Sch., Fargo, N. Dak., since 1954.

Wakefield, Harold, M.S.'34, Univ. of N. Dak.; Supt. of Sch., La Moure, N. Dak., since 1928.

Wallestad, Eugene T., B.A.'40, N. Dak. State Tchrs. Col., Minot; M.A.'48, Univ. of Minn.; Supt. of Sch., Rolette, N. Dak., since 1953.

Wilson, Norris W., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Mohall, N. Dak., since 1952.

Workman, Thomas R., B.A.'31, Hamline Univ.; Supt. of Sch., Cogswell, N. Dak., since 1943.

Ziegenhagen, Alvin P., B.S.'30, M.S.'38, Univ. of N. Dak.; Supt. of Sch., Enderlin, N. Dak., since 1947.

Zimmerman, Milton B., B.A.'18, Central Wesleyan Col.; M.S.'37, Univ. of N. Dak.; Supt. of Sch., Wahpeton, N. Dak., since 1937.

INSTITUTIONAL MEMBERS

State Tchrs. Col., Library, Mayville, N. Dak.

State Tchrs. Col., Library, Minot, N. Dak.

OHIO

Acocks, M. E., B.S.'41, M.E.'51, Bowling Green State Univ.; Exec. Head of Sch., Bloomdale, Ohio, since 1951.

Adell, James C., B.A.'09, Ohio State Univ.; M.A.'30, Columbia Univ.; Chief, Bur. of Educ. Research, Bd. of Educ., Cleveland, Ohio, since 1937.

Alspach, Ninde N., B.S.'16, Ohio Wesleyan Univ.; Mgr., Goodyear Indus. Univ., Akron, Ohio, since 1944.

*Anderson, Earl William, A.B.'18, Univ. of Ill.; A.M.'25, Ph.D.'26, Tchrs. Col., Columbia Univ.; Prof. of Educ., Dept. of Educ., Ohio State Univ., Columbus, Ohio.

Angene, Lester Elwood, A.B.'32, Heidelberg Col.; M.A.'35, Ohio State Univ.; Dir. of Instr., Pub. Sch., Euclid, Ohio, since 1954.

Appler, Harry A., B.S.Ed.'26, M.A. in Adm. '30, Ohio State Univ.; Supt. of Local Sch., Bremen, Ohio, since 1953.

Armstrong, George E., B.A.'23, Ohio Wesleyan Univ.; M.A.'37, Ohio State Univ.; Supt. of Centralia Sch., Chillicothe, Ohio, since 1928.

Arnold, E. J., M.A.'23, Ohio State Univ.; Supvr., Sch. Plant Rehabilitation, State Dept. of Educ., Columbus, Ohio, since 1945.

Ashman, Ward, B.S. in Bus. Adm.'29, Ohio State Univ.; Exec. Secy., Sch. Employees' Retirement System of Ohio, Columbus, Ohio, since 1947.

Augspurger, R. E., A.B.'26, Bluffton Col.; M.A.'33, Ohio State Univ.; Supt. of Exempted Village Sch., Yellow Springs, Ohio, since 1954.

Baden, Carl A., A.B.'28, Wittenberg Col.; M.A.'37, Ohio State Univ.; Supt. of Exempted Village Sch., Mariemont, Cincinnati, Ohio, since 1954.

Bahner, W. G., A.B.'15, Wittenberg Col.; M.A.'24, Columbia Univ.; Supt., Cuyahoga Hgts. Sch., Cleveland, Ohio, since 1943.

Bailey, D. W., B.S.'33, M.A. in Ed.'41, Ohio State Univ.; Supt. of Exempted Village Sch., Columbiana, Ohio, since 1952.

Bailey, Thomas C., B.S.E.'39, Ohio Northern Univ.; M.A.E.'46, Ohio State Univ.; Supt. of Canton South H. S., Canton, Ohio, since 1951.

Baird, Joseph L., B.Ed.'38, Univ. of Toledo; M.A.'46, Univ. of Mich.; Supt. of Sch., Maumee, Ohio, since 1952.

Baker, Donald R., B.S. in Ed.'34, M.Ed.'51, Kent State Univ.; Supt. of Local Sch., Dalton, Ohio, since 1952.

Baker, Homer K., B.S.'25, Miami Univ.; M.A.'31, Ohio State Univ.; Supt. of Sch., Fairborn, Ohio.

Baker, Joseph E., B.Arch.'36, Univ. of Ill.; Archt., Joseph Baker and Associates, Newark, Ohio.

Ball, Leonard T., A.B., Ohio Univ.; M.A. '39, Ohio State Univ.; Supt. of Exempted Village Sch., Tipp City, Ohio, since 1946.

Barker, Willard P., B.S.'31, Col. of Wooster; M.A.'46, Kent State Univ.; Supt. of Sch., Athens, Ohio, since 1949.

Barr, William Wayne, B.S. in Ed.'38, Ashland Col.; M.A. in Ed.'46, Western Reserve Univ.; Prin., Brookside H. S., Lorain, Ohio, since 1941.

Bascom, Arthur L., B.S.'24, M.A.'29, Ohio State Univ.; Exec. Head, Warren Twp. Sch., Leavittsburg, Ohio, since 1926.

Bates, Harold S., B.S.'21, Knox Col.; A.M. '34, Columbia Univ.; D.Ed.'40, Univ. of Cincinnati; Supt. of Sch., Norwood, Ohio, since 1936.

Baumgartner, Ira, A.B.'22, Bluffton Col.; M.A.'27, Ohio State Univ.; Supt. of Sch., Sylvania, Ohio, since 1934.

Becker, Adam, A.B.'21, M.A.'39, Wittenberg Col.; Exec. Head, Jefferson Local Sch., Miamisburg, Ohio, since 1941.

Beckman, Joseph M., M.A.'34, Univ. of Cincinnati; Admin. Asst. to the Supt. of Sch., Cincinnati, Ohio, since 1953.

Beery, George C., A.B.'16, M.A.'25, Ohio State Univ.; Franklin Co. Supt. of Sch., Columbus, Ohio, since 1924.

Benedict, Stephen J., B.S. in Ed.'40, M.Ed. '49, Ohio Univ.; Exec. Head, Plain Twp. Sch., New Albany, Ohio, since 1948.

Bennett, R. Dwight, B.A.'28, Wittenberg Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Van Wert, Ohio, since 1946.

Bennett, R. M., B.S. and M.S.'45, Univ. of Ill.; Ohio and W. Va. Rep., Follett Publishing Co., 2925 Norwood Ave., Columbus, Ohio.

Berry, Merrill M., A.B.'19, Baldwin-Wallace Col.; A.M.'22, Ohio State Univ.; Supt. of Sch., Chillicothe, Ohio, since 1935.

Bishop, Benjamin J., B.S. in Ed.'28, M.A. '34, Ohio State Univ.; Supt. of Springfield Sch., Holland, Ohio, since 1942.

Bixler, Lorin E., A.B.'21, Mt. Union Col.; M.A.'23, Tchrs. Col., Columbia Univ.; Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Head, Dept. of Educ., Muskingum Col., New Concord, Ohio, since 1929.

Black, John Wesley, Jr., A.B.'50, Earlham Col.; M.Ed.'53, Miami Univ.; Supvr. of Health Educ., Preble Co. Sch., Eaton, Ohio, since 1951.

Blackford, John D., B.S. in Ed.'26, A.M. in Sch. Adm.'37, Miami Univ.; Supt. of Sch., Middletown, Ohio, since 1954.

Blazer, Charles A., B.S. in Ed.'37, Bowling Green State Univ.; Exec. Head of Local Sch., Mt. Blanchard, Ohio, since 1953.

Bliss, Walton B., A.B.'15, Heidelberg Col.; M.A.'29, Ohio State Univ.; Exec. Secy., Ohio Educ. Assn., Columbus, Ohio, since 1935.

Bloser, Robert E., A.B.'17, Ohio State Univ.; Pres., Zaner-Bloser Co., Columbus, Ohio, since 1929.

Blott, E. J., A.B.'24, M.A.'30, Univ. of Mich.; Supt. of Liberty Twp Sch., Youngstown, Ohio, since 1934.

Boda, Harold L., A.B.'25, Ed.D.'44, Otterbein Col.; A.M.'30, Ohio State Univ.; Asst. Supt. of Sch., Dayton, Ohio, since 1940.

Bode, F. H., A.B.'28, Heidelberg Col.; M.A. '34, Columbia Univ.; Supt. of Sch., Cuyahoga Falls, Ohio, since 1949.

Bodenbender, D. P., B.A.'31, Defiance Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Wooster, Ohio, since 1947.

Bodenbender, Karl R., A.B.'33, B.S.'42, Defiance Col.; M.A.'42, Miami Univ.; Exec. Head, Northwestern Sch., Springfield, Ohio, since 1952.

Bolen, Wilber Floyd, B.S. in Ed.'31, M.A. in Ed.'38, Ohio State Univ.; Prin. of Elem. Sch., New Carlisle, Ohio, since 1954.

Boles, Harold W., B.S.'37, Ind. State Tchrs. Col.; M.A.'50, Ohio State Univ.; Exec. Head, Marion Local Sch., Columbus, Ohio, since 1952.

Bower, James Crawford, B.S.'30, M.S.'35, Ohio State Univ.; Supt. of Sch., St. Bernard, Ohio, since 1953.

Bowman, George A., A.B.'17, Western Reserve Univ.; M.A.'31, Columbia Univ.; LL.D.'45, Bowling Green State Univ.; Pres., Kent State Univ., Kent, Ohio, since 1944.

Bowman, Herbert L., B.S.'23, Denison Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Bowling Green, Ohio, since 1939.

Bowsher, E. Leslie, A.B.'13, LL.D.'42, Defiance Col.; M.A.'26, Univ. of Mich.; LL.D.'37, Ashland Col.; D.Ped.'42, Bowling Green State Univ.; Supt. of Sch., Toledo, Ohio, since 1937.

Braden, Wallace H., B.A.'25, Col. of Wooster; M.A.'31, Ohio State Univ.; Supt. of Edgewood Sch., Ashtabula, Ohio, since 1936.

Brady, Ballard I., A.B.'29, Hiram Col.; M.A.'37, Kent State Univ.; D.Ed.'49, Western Reserve Univ.; Supt. of Orange Village Sch. Dist., Chagrin Falls, Ohio, since 1950.

Breckenridge, Orin E., B.S.'42, Ohio State Univ.; Supt., Grove City-Jackson Schs., Grove City, Ohio, since 1945.

Briegel, Virgil J., M.A.'39, Ohio State Univ.; Supt. of Exempted Village Sch., Clyde, Ohio, since 1952.

Brillhart, C. D., A.B.'16, Albright Col.; M.A.'25, Univ. of Mich.; Supt. of Sch., Napoleon, Ohio, since 1925.

Brown, Francis W., A.B.'21, Univ. of Mich.; A.M.'31, Western Reserve Univ.; Supt. of Ottawa Hills Schs., Toledo, Ohio, since 1936.

Brown, H. Lewis, B.S.'11, Miami Union Col.; M.A.'16, Tulane Univ., Columbia Univ.; Supt. of Sch., Kenton, Ohio, since 1918.

Brown, Paul V., A.M.'16, Univ. of Chicago; Educ., Pub. Sch., Tiffin, Ohio, since 1918.

Brown, Robert S., B.S.'16, Washington Col.; M.A.'18, Ohio State Univ.; Asst., Spring-field Twp. Sch., Akron, Ohio, since 1922.

Brown, William S., Surg.-Maj., Ohio Tuberc. and Pneum. Sanatorium, 1408 N. High St., Columbus, Ohio, since 1898.

Bubp, Oliver E., B.S. in Ed.'07, M.A.'11, Miami Univ. (Ohio); Supt. of Milton Union Sch., West Milton, Ohio, since 1901.

Buck, Arnold, Pres., Bd. of Educ., McKin-ley Sch. Dist., Columbus, Ohio.

Bunn, Paul J., Ph.B.'08, Col. of Wooster; M.A.'15, Tulane Univ., Columbia Univ.; Supt. of Sch., Youngstown, Ohio, since 1918.

Burnell, Clifford P., A.B.'11, Findlay Col.; M.A.'16, Ohio State Univ.; Supt., Ke-nwood Village Sch., Bradford, Ohio, since 1918.

Burkhart, Lewis L., B.A.'16, B.S. in Ed.'16, Defiance Col.; M.A.'21, Western Reserve Univ.; Supt. of City Sch., Kent, Ohio, since 1922.

Burkholder, W. H., A.B.'18, Asbury Col.; M.A.'19, Columbia Univ.; Supt. of Sch., Wadsworth, Ohio, since 1926.

Burnham, L. G., B.S.'11, Oberlin Col.; M.A.'18, Tulane Col., Columbia Univ.; Supt. of Sch., Westlake, Ohio, since 1918.

Burnett, Cecil W., A.B.'11, Oberlin Col.; A.M.'16, Western Reserve Univ.; Supt. of Sch., Beachcroftville, Ohio, since 1920.

Burns, George Roy, B.S.in Ed.'19, Univ. of Toledo; M.A. in Ed.'21, Bowling Green State Univ.; Supt. of Kenwood Village Sch., Rossford, Ohio, since 1921.

Burns, J. Forrest, Master's '20, Miami Univ.; Supt. of City Sch., Franklin, Ohio, since 1921.

Bush, Charles Harold, B.S.'16, Miami Univ.; M.A.'18, Columbia Univ.; Supt. of Wyoming City Sch. Dist., Cincinnati, Ohio, since 1922.

Butterfield, G. E., Ph.B.'11, Wh. Union Col.; A.M.'16, Western Reserve Univ.; A.M.'18, Columbia Univ.; Deputy Supt. of Sch., Cleveland, Ohio, since 1922.

Byers, Carl C., B.S.'21, Otterbein Col.; M.A.'27, Ohio Univ.; Supt. of Thorneas Park Sch., Parma, Cleveland, Ohio, since 1922.

Campbell, Roalif F., A.B.'09, W.A.'18, Brig-ham Young Univ.; Ed.D.'21, Dartmouth Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio.

Canfield, Ira A., B.S. in E.E.'18, Case Inst.; M.A.'21, Ohio State Univ.; Supt. of Local Sch., Chardon, Ohio, since 1922.

Carmean, Byron H., A.B.'23, Ohio Univ.; M.A.'26, Ohio State Univ.; Supt. of Sch., Shelby, Ohio, since 1926.

Carr, George Elliot, A.B.'23, Ohio Univ.; A.M.'27, Ohio State Univ.; Supt. of Sch., Logan, Ohio, since 1920.

Charles, Harvey, A.B., Western Wisb. Col. of Educ.; M.Ed.'20, Ohio Univ.; Ed.D.'23, Int. Univ.; Supv. Prof. of Educ., and Dir. of Tchr. Tr., John Carroll Univ., Cleveland, Ohio, since 1923.

Chrisco, Robert H., B.S.'23, Bowling Green Univ.; M.A.'26, Ohio State Univ.; Supt. of Sch., Delphos, Ohio, since 1926.

Cobb, Charles Simon, B.S. in Ed.'21, Ohio State Univ.; M.Ed.'24, Univ. of Pitts-burgh; Exec. Sec. of Jefferson Union Local Sch., Richmond, Ohio, since 1926.

Coburn, C. E., B.S. in Ed.'21, Miami Univ.; Franklin Co. Supt. of Sch., Dover, Ohio, since 1926.

Cochran, Frank D., B.S. in Ed.'19, M.A.'26, Ohio State Univ.; Supvr. of Transporta-tion, State Supt. of Educ., Columbus, Ohio, since 1926.

Cochran, F. G., B.S.'17, Washington Col.; M.A.'21, Ohio State Univ.; Supt. of Sch., Bellevue, Ohio, since 1926.

Coffman, Carl, B.S.'14, Ohio Wesleyan Univ.; M.A.'26, Western Reserve Univ.; Co. Supt. of Sch., Cuyahoga Falls, Ohio, since 1918.

Coffman, Bernard D., B.A.'16, M.Ed.'21, East State Univ.; Exec. Head, Jonesville Local Sch. Dist., Cortland, Ohio, since 1922.

Collings, Wilber E., A.B.Ed.'21, Univ. of Wich.; A.M.'23, Ed.D.'26, Wayne Univ.; Supt. of Kennick Pub. Sch., Cincinnati, Ohio, since 1923.

Conkey, R. J., A.B.'21, Defiance Col.; M.A.'27, Int. Univ.; Supt. of Sch., Continental, Ohio, since 1926.

Conrad, W. J., B.S. in Ed.'09, Colgate Univ.; M.A.'26, Ph.D.'27, Ohio State Univ.; Research Assoc., Bureau of Educ. Research, Ohio State Univ., Columbus, Ohio, since 1922.

Cook, Harold H., B.A.'25, Ohio Wesleyan Univ.; M.A.'26, Ohio State Univ.; Supt. of Sch., St. Mary's, Ohio, since 1925.

Cope, Harold G., M.A.'21, Ohio State Univ.; Supt. of Kenwood Village Sch., Upper Sandusky, Ohio, since 1923.

Cornell, Donald F., B.A.'23, Ohio State Univ.; M.A.'27, Ph.D.'28, Columbia Univ.; Dean, Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1926.

Courter, Claude V., B.S.'11, D.Ed.'28, Kalamazoo Col.; M.A.'22, Univ. of Chicago; L.L.D.'24, Miami Univ.; Supt. of Sch., Cincinnati, Ohio, since 1920.

Cox, Clifford C., M.A.'21, Int. Univ.; Supt. of Kenwood Village Sch., Pettisville, Ohio, since 1923.

Crabbs, Robert W., B.S.'21, M.A.'26, Ohio State Univ.; Supt. of Twin Twp. Sch., Bowersville, Ohio, since 1921.

Craig, Raymond B., B.S. in Ed.'28, M.A.'26, Ohio State Univ.; Supt. of Liberty Union Sch., Baltimore, Ohio, since 1927.

Cromwell, Howard R., B.S.'20, Int. State Tchrs. Col., Terre Haute; M.S.'21, Ohio State Univ.; Supt. of Sch., Glendale, Ohio, since 1927.

Crouch, Charles B., A.B.'17, Washington Col.; M.A.'26, Ohio State Univ.; Hamilton Co. Supt. of Sch., Cincinnati, Ohio, since 1926.

Cummins, Paul R., B.S. in Ed.'18, Ohio Northern Univ.; M.A. in Educ.'26, Ohio State Univ.; Fairfield Co. Supt. of Sch., Lancaster, Ohio, since 1926.

Cunningham, Kenneth H., B.P.A.'23, Univ. of Wis.; Mgr., Accts. Dept., Kimble Glass Co., Toledo, Ohio, since 1926.

Davis, Robert F., M.A.'07, Univ. of Cincinnati; Asst. Supt. of Sch., Cincinnati, Ohio, since 1898.

Daniel, Fred M., A.B.'05, Washington Col.; M.A.'07, Kent State Univ.; Supt. of Welcome Local Sch., Grafton, Ohio, since 1908.

Darling, William Dwight, B.S. in Ed.'13, M.A.'17, Ohio State Univ.; Supt. of Tuses, Asst. Supt. of Educ., Columbus, Ohio, 1922-28.

Dean, Harvey T., B.A.'15, Bell State Teachers Col. (Ind.); M.A.'21, Univ. of Mich.; Admin. Head, Huntington Local Sch., Chillicothe, Ohio, since 1926.

Daugherty, Kermit, A.B.'08, Rio Grande Col.; M.A.'27, Ohio State Univ.; Supt. of Sch., Jackson, Ohio, since 1926.

Dayton, Robert G., A.B.'05, Wittenberg Col.; M.A.'17, Ohio State Univ.; Exec. Head, Pub. Sch., Camden, Ohio, since 1906.

Davis, J. H., B.S.'08, Ohio State Univ.; Asst. Mgr., Ohio Tubes and Pupils Reading Circle, Columbus, Ohio, since 1915.

Davis, Thomas Scott, B.A.'15, Ohio Wesleyan Univ.; M.A.'16, Tulane Col., Columbia Univ.; Supt. of Sch., Rocky River, Ohio, since 1926.

Dow, Seward E., M.A.'15, Univ. of Chicago; Ph.D.'31, Univ. of Pittsburgh; Supt. of Sch., Wellsville, Ohio, since 1921.

Dean, William R., B. in Ed.'12, M.A.'26, Ohio State Univ.; Supt. of Local Sch. Dist., New Waterford, Ohio, since 1915.

De Long, Lincoln G., A.B.'17, W. Va. Wesleyan Col.; M.Ed.'37, Ohio State; Supt. of Kenwood Village Sch., Gnadenhutten, Ohio, since 1932.

Donovan, Joseph G., B.S.'10, Valparaiso Univ.; M.S.'41, Univ. of Mich.; Supt. of City Sch., Defiance, Ohio, since 1926.

Dennis, Glen E., B.S.'21, Bowling Green State Univ.; M.A.'43, Ohio State Univ.; Supt. of Local Sch., Antioch, Ohio, since 1935.

Dennis, Wardell L., B.S. in Ed.'18, Ohio Univ.; M.A.'27, Columbia Univ.; Supt. of Sch., Mingo Junction, Ohio, since 1922.

Dick, Frank, B.S.'05, M.S.'12, Bowling Green State Univ.; Supt. of Fairbury-Gilboa Sch., Fairbury, Ohio, since 1915.

Dickey, Lester L., A.B.'19, Ohio Wesleyan Univ.; M.A.'28, Ohio State Univ.; Supt. of Sch., Hamilton, Ohio, since 1936.

Dunnan, Array E., A.B.'17, DePauw Univ.; B.S.'28, Univ. of Cincinnati; M.A.'36, Columbia Univ.; Dir. of Elem. Sch., Cincinnati, Ohio, since 1941.

Dillon, Norman E., B.S.Ed.'41, Fa. State Teach. Col., Edinboro; M.A. in Ed.'47, Washington Univ.; Ed.M.'53, Univ. of Ill.; Ed.D.'53, Ind. Univ.; Asst. Prof. of Educ., Ohio Univ., Athens, Ohio, since 1953.

Donaldson, Howard W., A.B.'20, Hiram Col.; M.E., Kent State Univ.; Supt. of Sch., Mathison, Ohio, since 1949.

Dryke, (Mrs.) Sarah, Genl. Mgr., C. A. Gregory Co., Cincinnati, Ohio, since 1949.

Driscoll, W. A., A.B.'22, Wittenberg Col.; M.A.'28, Ohio State Univ.; Co. Supt. of Sch., Dayton, Ohio, since 1933.

Duncan, Robert W., A.B.'21, M.A.'41, Ohio State Univ.; Supt. of Sch., Greenville, Ohio, since 1921.

Dunnett, John G., B.S.'18, Univ. of Ill.; M.A.'21, Univ. of Cincinnati; Supt. of City Sch., Lakewood, Ohio, since 1918.

Dunnemann, Philip C., B.A.'21, Mich. State Normal Col., Ypsilanti; M.A.'30, Univ. of Toledo; Asst. Supt. of Sch., Toledo, Ohio, since 1942.

Durham, Wayne M., A.B.'18, Bluffton Col.; M.A.'30, Ohio State Univ.; Supt. of Sch., Reading, Ohio, since 1946.

Dukes, Eugene W., B.Arch.'36, Ohio A. and M. Col.; Arch., 119 Valentine, N. W., Canton, Ohio.

Dialing, George William, B.A.'11, M.A.'30, Wooster Univ.; Ph.D.'31, Univ. of Mich.; Assoc. Prof. of Educ., Admin., Univ. of Toledo, Toledo, Ohio, since 1946.

Edwards, Lowell O., B.S. in Ed.'35, M.A. in Sch. Adm.'40, Ohio State Univ.; Supt. of Sch., Pleasantville, Ohio, since 1946.

Edwards, Paul B., B.S.'15, M.A.'30, Ohio State Univ.; Supt. of Sch., Newark, Ohio, since 1939.

Elchert, James H., B.A.'26, Bluffton Col.; M.A.'31, Kent State Univ.; Supt., Fairlands Local Sch. Dist., Oberlin, Ohio, since 1935.

Elbling, Harold H., B.Ed. in Ed.'38, Ohio Northern Univ.; M.A.'41, Ph.D.'46, Ohio State Univ.; Supt. of Sch., Canton, Ohio, since 1939.

Ellsworth, F. O., A.B.'28, Defiance Col.; M.A.'36, Univ. of Mich.; Supt. of Sch., Wapakoneta, Ohio, since 1938.

Ely, Ralph, B.A.'15, Col. of Wooster; M.A. in Adm.'43, Ohio State Univ.; Wayne Co. Supt. of Sch., Wooster, Ohio, since 1938.

Emen, Martin W., B.S.'30, M.A.'38, Ohio State Univ.; D.Psy.'46, Northwestern Univ.; Supt. of Sch., Lakewood, Ohio, since 1947.

Emig, J. Fred, B.S. in Ed.'37, Kansas State Teach. Col., Emporia; M.A.'41, Iowa State Univ. of Iowa; Ed.D.'48, Univ. State Col. of Educ.; Asst. Supt. of Sch., Youngstown, Ohio, since 1948.

Evans, Howard E., A.B. in Ed.'32, Ind. State Teach. Col., Terre Haute; M.A.'36, Columbia Univ.; Ph.D.'38, Northwestern Univ.; Dean, Col. of Educ., Univ. of Akron, Akron, Ohio, since 1935.

Evans, John W., A.B.'19, Rio Grande Col.; M.A.'24, Ph.D.'31, Ohio State Univ.; Supt. of Sch., Lorain, Ohio, since 1931.

Eisenman, Edwin E., B.S. in Ed.'36, M.A. in Ed.'40, Ohio State Univ.; Supt. of Worcester Twp. Sch., West Winchester, Ohio, since 1942.

Eyman, E. Merle, B.S.'30, M.A.'38, Ohio State Univ.; Asst. State Supt. of Pub. Instr., Columbus, Ohio, since 1945.

Fannett, Josephine, B.S.'26, M.A.'37, Univ. of Toledo; Rep., World Book Co., Toledo, Ohio, since 1938.

Fawcett, H. G., B.Sc.'31, LL.D.'52, Kenyon Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Columbus, Ohio, since 1946.

Faick, Kenneth G., A.B.'23, Capital Univ.; M.A.'42, Western Reserve Univ.; Local Admin. of Sch., Independence, Ohio, since 1945.

Fell, Carl L., A.B.'30, M.A.'39, Ohio Univ.; Exec. Head of Local Sch., Carroll, Ohio, since 1945.

Fenn, Sidney M., B.S.'16, M.A.'37, Ohio State Univ.; Supt. of City Sch., Medina, Ohio, since 1947.

Finley, Lester M., B.S. in Ed.'23, Ohio State Univ.; M.A.'30, Columbia Univ.; Co. Supt. of Sch., Jefferson, Ohio, since 1938.

Fintz, John E., B.S. in Ed.'30, M.A.'33, Ohio State Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1936.

Flesher, William R., A.B.'30, Marietta Col.; M.A.'35, Ph.D.'42, Ohio State Univ.; Head, Evaluation Div., Bureau of Educ. Research, and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1947.

Ford, H. L., A.B.'19, Ashland Col.; B.Sc. '20, M.A.'27, Ohio State Univ.; Supt. of Sch., Fostoria, Ohio, since 1937.

Fordyce, Wellington G., A.B.'24, M.A.'33, Ph.D.'44, Ohio State Univ.; Supt. of Sch., Euclid, Ohio, since 1952.

Fowler, Myron, M.A.'37, Ohio State Univ.; Supt. of Sch., New Lexington, Ohio, since 1952.

Fowler, Robert E., A.B.'28, Muskingum Col.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cadiz, Ohio, since 1953.

Fox, G. Robert, A.B.'41, Univ. of Mich.; M.A.'48, Western Reserve Univ.; Supt. of West Geauga Sch., Chesterland, Ohio, since 1953.

Fox, H. Clifford, A.B.'20, M.A.'22, Findlay Col.; Ph.D.'41, State Univ. of Iowa; Pres. of Findlay Col. and Winebrenner Grad. Sch. of Divinity, Findlay, Ohio, since 1947.

Francis, R. A., B.S. in Ed.'29, Wilmington Col.; M.A.'40, Ohio State Univ.; Supt. of Sch., Kingston, Ohio, since 1941.

French, Robert B., A.B.'22, M.A.'31, Univ. of Mich.; Supt. of Sch., Dayton, Ohio, since 1947.

Fuller, (Lt. Col.) Benton Frank, Jr., A.B. '30, Southeastern State Col. (Okla.); M.A. '35, Columbia Univ.; Ph.D.'51, Yale Univ.; Exec. Officer, U. S. Air Force Inst. of Tech., Wright-Patterson Air Force Base, Dayton, Ohio, since 1951.

Gabriel, O. J., B.S.'25, Col. of Wooster; M.Ed.'33, Univ. of Pittsburgh; Supt. of Sch., Struthers, Ohio, since 1944.

Gaffga, Arthur R., B.S. in Ed.'29, Ohio State Univ.; M.A.'36, Univ. of Akron; Supt. of Norton Local Sch., Barberton, Ohio, since 1940.

Gallaher, Paul C., B.S.'40, Kent State Univ.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Olmstead Falls, Ohio, since 1952.

Gantz, Ralph M., A.B.'29, Otterbein Col.; M.S.'35, Univ. of Akron; Supt. of Sch., Steubenville, Ohio, since 1950.

Gantz, Theodore A., A.B.'29, Col. of Wooster; M.A.'48, Ohio State Univ.; Morrow Co. Supt. of Sch., Mt. Gilead, Ohio, since 1949.

Gates, Dale W., B.S. in Ed.'28, M.A.'37, Ohio State Univ.; Supt., United Local Schs., Hanoverton, Ohio, since 1954.

Gee, John E., B.A.'29, Tusculum Col.; M.Ed.'34, Ed.D.'46, Univ. of Pittsburgh; Prof. of Sch. Admin., since 1946, and Chmn., Dept. of Educ., Bowling Green State Univ., Bowling Green, Ohio, since 1953.

Gephart, E. I., B.A.'22, Ohio Wesleyan Univ.; M.A.'35, Ohio State Univ.; Supt. of City Sch., Ashtabula, Ohio, since 1950.

Gibbens, C. A., B.S.'15, Muskingum Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Lorain Co. Supt. of Sch., Elyria, Ohio, since 1935.

Gibbs, Charles Strauss, B.S. in Ed.'33, M.A. '41, Ohio Univ.; Supt. of Exempted Village Sch., Pomeroy, Ohio, since 1953.

Gillies, William H., Supt. of Clearview Sch., Lorain, Ohio.

Gingery, Stanley L., A.B.'20, Ohio Wesleyan Univ.; A.M.'27, Ohio State Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1941.

Gisler, Dallas J., B.A.'33, Defiance Col.; M.S.'51, Ind. Univ.; Exec. Head of Sch., Holgate, Ohio, since 1948.

Glass, Alfred M., M.A. in Ed.'52, Westminster Col.; Supt., Green Twp. Local Sch., Lockwood, Ohio, since 1952.

Gorman, Burton W., A.B.'30, M.S.'36, Ind. Univ.; Ph.D.'53, George Peabody Col. for Tchrs.; Prof. of Educ., and Head, Sec. Educ. Dept., Kent State Univ., Kent, Ohio, since 1954.

Gottfried, Franklin J., B.S. in Ed.'34, Bowling Green State Col.; M.A.'39, Ph.D.'51, Ohio State Univ.; Supt. of Sch., Elyria, Ohio, since 1953.

Gower, Albert E., M.A.'24, Ohio State Univ.; Ross Co. Supt. of Sch., Chillicothe, Ohio, since 1937.

Graber, Claude, B.S. in Ed.'29, Kent State Univ.; M.A. in Ed.'39, Kent State Univ. and Ohio State Univ.; Supt. of Braceville Twp. Sch., Newton Falls, Ohio, since 1952.

*Graff, Ellis U., A.B.'97, A.M.'15, Lake Forest Col.; Pres., Dept. of Superintendence, 1919-20; Honorary Life Member, American Assn. of Sch. Admin. Address: 103 Hudson Ave., Newark, Ohio.

Gray, Lloyd C., B.S. in Ed.'33, Ohio Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Nelsonville, Ohio, since 1950.

Gray, Robert A., B.S. in Ed.'51, Youngstown Col.; Exec. Head of New Bazetta Local Sch., Warren, Ohio, since 1952.

Greene, Edwin H., A.B.'33, Maryville Col. (Tenn.); M.A.'51, Univ. of Cincinnati; Supt. of Sycamore Union Sch., Blue Ash, Ohio, since 1950.

Greene, Maxson F., B.A.'31, Ohio Wesleyan Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Granville, Ohio, since 1952.

Gregg, Wilbur I., B.S.'26, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of Sch., St. Clairsville, Ohio, since 1943.

Gunnett, Paul G., B.A.'29, Ohio Wesleyan Univ.; M.A. in Sch. Adm.'35, Ohio State Univ.; Supt. of Sch., Barberton, Ohio, since 1948.

Guthrie, J. Maurice, B.S.'28, Ohio Univ.; Exec. Head, Waterloo Local Sch., New Marshfield, Ohio, since 1946.

Hadfield, Albert E., A.B.'24, Hiram Col.; A.M.'32, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Maple Heights, Ohio, since 1938.

Hadfield, R. Raymond, A.B.'30, Otterbein Col.; M.A.'49, Kent State Univ.; Supt., Townsend-Wakeman Local Sch., Wakeman, Ohio, since 1947.

Halchin, John, B.S.'37, Pa. State Tchrs. Col., Edinboro; M.Ed.'39, Pa. State Univ.; Supt. of Twp. Sch., Copley, Ohio, since 1954.

Hales, James H., B.S. in Ed.'34, Ohio Univ.; M.A. in Adm.'45, Western Reserve Univ.; Supt., South Amherst Local Sch., Amherst, Ohio, since 1951.

Hall, Raymond Elmo, B.A.'34, Defiance Col.; M.A.'43, Ohio State Univ.; Supt. of Sch., New Boston, Ohio, since 1951.

Hall, Robert H., B.S.'21, M.A.'33, Ohio State Univ.; Exec. Head of Navarre-Bethlehem Sch., Navarre, Ohio, since 1935.

Hallauer, William E., B.S.'22, Univ. of Ill.; Asst. Supt., in charge of Bus. Admin., Pub. Sch., Toledo, Ohio, since 1950.

Hammack, W. M., B.S. in Ed.'39, Kent State Univ.; M.Ed.'50, Univ. of Pittsburgh; Exec. Head, Twp. Sch., Vienna, Ohio, since 1952.

Hammack, William Eberly, B.A.'31, Western Ky. State Tchrs. Col., Bowling Green; M.A.'32, Univ. of S. Dak.; Supt., Colerain Twp. Sch., Cincinnati, Ohio, since 1949.

Hammond, Granville S., A.B.'40, Otterbein Col.; M.A.'46, Ph.D.'52, Ohio State Univ.; Supt. of Sch., Alliance, Ohio, since 1954.

Hanely, Merlin C., B.S.'39, M.A.'51, Univ. of Toledo; Supt. of Waterville, Whitehouse, and Monclova Schs., Waterville, Ohio, since 1952.

Hanna, Marcus A., B.S. in Ed.'31, Ohio Univ.; M.A. in Sch. Adm.'41, Ohio State Univ.; Supt. of Local Sch., Pickerington, Ohio, since 1944.

Harkness, Charles S., A.B.'15, Otterbein Col.; M.A.'26, Ohio State Univ.; Wood Co. Supt. of Sch., Bowling Green, Ohio, since 1934.

Harris, Lewis E., Ed.D.'52, N. Y. Univ.; Assoc. Dir., Sch.-Community Development Study (CPEA), Ohio State Univ., Columbus, Ohio, since 1951.

Harris, Walter L., B.S.'35, M.A.'41, Ohio State Univ.; Supt. of Exempted Village Sch., Wellington, Ohio, since 1951.

Harry, David P., Jr., A.B.'16, Swarthmore Col.; A.M.'22, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Graduate Sch., Western Reserve Univ., Cleveland, Ohio, since 1937.

Harshman, Floyd E., A.B.'14, Ohio Wesleyan Univ.; M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'31, New York Univ.; Prof. of Educ., Otterbein Col., Westerville, Ohio, since 1952.

Hartley, Joseph J., B.A.'28, Ohio Wesleyan Univ.; M.A.'45, Ohio State Univ.; Supt. of Sch., London, Ohio, since 1943.

Harvey, Albert B., A.B.'16, Bates Col.; A.M.'30, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Cleveland Heights, Ohio, since 1948.

Harvey, Hazel, Supt. of Sch., Doylestown, Ohio.

Hatton, Otis C., B.A.'10, M.A.'27, Ohio State Univ.; LL.D.'54, Kent State Univ.; Supt. of Sch., Akron, Ohio, since 1942.

Hauenstein, W. H., A.B.'29, Muskingum Col.; M.A.'41, Ohio State Univ.; Supt. of Sch., Rittman, Ohio, since 1946.

Hawke, Oscar T., A.B.'14, A.M.'17, Wittenberg Col.; Clark Co. Supt. of Sch., Springfield, Ohio, since 1922.

Hayes, Paul C., B.S. in Ed.'46, Wilmington Col.; M.A. in Adm.'48, Miami Univ.; Supt. of Sch., Sharonville, Ohio, since 1951.

Hearing, Odin E., B.S.'19, M.A.'38, Ohio State Univ.; Supt. of Co. Sch., New Lexington, Ohio, since 1928.

Heck, Arch O., B.S.'13, Hedding Col.; M.S.'14, Univ. of Ill.; Ph.D.'24, Ohio State Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1923.

Heinold, Fred W., M.D.'24, Univ. of Cincinnati; Pres., Bd. of Educ., Cincinnati, Ohio, since 1940.

Heischman, Walter B., B.S.'32, Capital Univ.; M.A.'40, Ohio State Univ.; Supt. of Sch., Upper Arlington, Columbus, Ohio, since 1951.

Helwick, Maurice R., A.B.'30, Mount Union Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Strasburg, Ohio, since 1950.

Henning, William Kenneth, B.S.Ed.'39, M. Ed.'50, Ohio Univ.; Exec. Head of Local Sch., Wooster, Ohio, since 1953.

Henry, David W., B.A.'11, Kansas State Tchrs. Col., Emporia; M.A.'16, Columbia Univ.; Diploma '37, London Univ., England; Dean, Col. of Educ., Univ. of Toledo, Toledo, Ohio, since 1914.

Hensel, Beryl D., B.S.'39, M.A.'40, Ohio State Univ.; Supt. of Exempted Village Sch., Versailles, Ohio, since 1952.

Hentze, Louis J., Superior Coach Corp., Lima, Ohio.

*Herrick, John H., B.A.'28, M.A.'36, Ph.D. '44, Ohio State Univ.; Head, Survey Div., Bureau of Educ. Research, Ohio State Univ., Columbus, Ohio, since 1947.

Herron, J. Wendell, B.S.'29, Muskingum Col.; M.Ed.'40, Univ. of Pittsburgh; Supt. of Exempted Village Sch., Carrollton, Ohio, since 1947.

Heskett, Dale D., B.S.'27, Muskingum Col.; M.A.'37, Ohio State Univ.; Supt. of City Sch., Bedford, Ohio, since 1950.

Hibschman, Ralph O., D.Ed.'41, Ohio Northern Univ.; Dir., The Andrews Sch. for Girls, Willoughby, Ohio, since 1929.

Hiestand, Ernest, A.B.'25, Ind. Univ.; A.M. '32, Univ. of Wis.; Exec. Head of Sch., Old Fort, Ohio, since 1943.

Hiestand, Kenneth Virgil, B.S.'33, M.A.'48, Kent State Univ.; Supt. of Sch., Brookfield, Ohio.

Hill, O. E., B.S. in Ed.'27, Ohio Univ.; M.A. in Adm.'36, Columbia Univ.; Supt. of Sch., Cleveland Heights, Ohio, since 1951.

Hilty, William J., B.A.'25, Bluffton Col.; M.A.'36, Miami Univ.; Fayette Co. Supt. of Sch., Washington Court House, Ohio, since 1934.

Hissong, Clyde, Ph.D.'31, Ohio State Univ.; Prof. of Educ., Bowling Green State Univ., Bowling Green, Ohio, 1928-45 and since 1954.

Hoerner, W. F., A.B.'24, Earlham Col.; M.A.'30, Columbia Univ.; Supt. of Sch., Piqua, Ohio, since 1952.

Holmes, Jay William, A.B.'16, Hiram Col.; M.A.'28, Ohio State Univ.; Prin., Wilbur Wright H. S., Dayton, Ohio, since 1940.

Holmes, Roy E., A.B.'29, Wilmington Col.; M.A.'38, Ohio State Univ.; Supt. of Sch., Wilmington, Ohio, since 1952.

Holt, E. E., A.B.'26, Wilmington Col.; M.A. '36, Miami Univ.; LL.D.'54, Wittenberg Col.; Supt. of Sch., Springfield, Ohio, since 1948.

Hoerler, G. L., B.Sc.'48, M.A.'50, Ohio State Univ.; Supt. of Sch., Fredericktown, Ohio, since 1952.

Hughes, W. F., Exec. Head, Wolf Creek Local Sch., Waterford, Ohio.

Humbert, Gordon G., B.Sc.'29, M.A.'36, Ohio State Univ.; Supt. of Sch., Lima, Ohio, since 1947.

Hunter, James T., A.B.'38, Ashland Col.; M.A.'51, Ohio State Univ.; Agent, Macmillan Co., 279 Lindale Ave., Ashland, Ohio.

Ingham, Clyde A., A.B.'29, Baldwin-Wallace Col.; M.A.'41, Ohio State Univ.; Exec. Head of Platt R. Spencer H. S., Local Sch. Dist., Geneva, Ohio, since 1947.

Isaacs, Anna F., B.A.'44, Univ. of Cincinnati; M.Ed.'50, Xavier Univ.; Dir. of the Personality Development Preschool, Cincinnati, Ohio, since 1949.

Jacobs, (Miss) Zola D., A.B.'12, Otterbein Col.; M.A.'22, Columbia Univ.; Supt. of Sch., Findlay, Ohio, since 1952.

Jameson, Sanford F., A.B.'23, Ohio Northern Univ.; M.A.'35, Columbia Univ.; First Asst. Supt. of Sch., Akron, Ohio, since 1950.

Jarvis, Emerson D., A.B.'24, Franklin Col.; A.M.'30, Ind. Univ.; Ph.D.'48, Ohio State Univ.; Supt. of Sch., Bexley, Columbus, Ohio, since 1948.

*Jeffrey, F. J., B.Sc.'30, Ohio State Univ. Address: 161 Fourteenth Ave., Columbus, Ohio.

Jenkins, Earl James, B.S.'20, Denison Univ.; Ph.C.'27, Cincinnati Col. of Pharmacy; Exec. Head of Clevers-North Bend Sch., North Bend, Ohio, since 1953.

Johnson, C. Montelle, B.A.'32, Defiance Col.; M.A.'48, Kent State Univ.; Supt. of Sch., Canfield, Ohio, since 1949.

Johnson, Charles W., B.S. in Ed.'18, Ed.D.'38, Univ. of Cincinnati; M.A.'29, Ohio State Univ.; Assoc. Prof. of Educ. and Chem., Dept. of Admin. and Supvn., Univ. of Cincinnati, Cincinnati, Ohio, since 1948.

Johnson, Samuel R., A.B.'30, B.S. in Ed.'32, Willenberg Col.; M.A.'46, Ohio State Univ.; Supt. of Exempted Village Sch., Millersburg, Ohio, since 1952.

Jones, Arthur W., B.S.'17, M.A.'38, Ohio State Univ.; Supt. of Hopewell-Loudon Sch., Bascom, Ohio, since 1939.

Jones, Clarie Eugene, B.A.'36, B.S.'38, M.A.'44, Ohio State Univ.; Exec. Head of Local Sch., Perry, Ohio, since 1953.

Jones, Gilbert H., A.B.'10, B.S.'15, Wilberforce Univ.; Ph.B.'15, A.M.'20, Dickinson Col.; Ph.D.'20, Jena Univ., Germany; Vicepres. and Dean, Wilberforce Univ., Wilberforce, Ohio, since 1951.

Jones, William H., A.B.'25, Rio Grande Col.; M.A.'49, Western Reserve Univ.; Supt. of Sch., Avon, Ohio, since 1952.

Jordak, A. J., A.B.'30, Otterbein Col.; M.A.'40, Western Reserve Univ.; Supt. of Sch., Middlefield, Ohio, since 1941.

Joseph, Elmer J., A.B.'27, Manchester Col.; M.A.'38, Ohio State Univ.; Supt. of Hancock Co. Sch., Findlay, Ohio, since 1948.

Kane, Michael M., B. Interior Design '43, B.Arch.'49, Univ. of Mich.; Archt., Michael M. Kane and Assoc., Cleveland, Ohio, since 1950.

Kauber, Albert J., B.A.'29, Capital Univ.; M.A.'40, Ohio State Univ.; Supt. of Local Sch., Johnstown, Ohio, since 1952.

Kennedy, Harold William, B.S.'27, M.A.'32, Ph.D.'40, Ohio State Univ.; Head, Dept. of Educ., Rio Grande Col., Rio Grande, Ohio, since 1953.

Kerr, E. S., B.S. in Ed.'18, Ohio State Univ.; Supt. of Sch., Salem, Ohio, since 1931.

Kile, Kenneth, Supt. of Montford Hgts. Sch., Cincinnati, Ohio.

King, J. Irvine, A.B.'30, Univ. of Dubuque; M.A.'40, Ohio State Univ.; Supt. of Sch., Avon Lake, Ohio, since 1936.

Kirkpatrick, James R., B.S. in Ed.'41, Capital Univ.; M.A.'51, Ohio State Univ.; Exec. Head, Southwest Licking Local Schs., Kirkersville, Ohio, since 1954.

Kiser, Carl C., B.S.'23, Mount Union Col.; M.A.'33, Univ. of Pittsburgh; Supt. of Champion Twp. Sch., Warren, Ohio, since 1936.

Kiser, Elmer Winfield, B.S.'11, Hiram Col.; A.M.'30, Univ. of Cincinnati; Prin., Hughes H. S., Cincinnati, Ohio, since 1943.

Klay, Ray W., B.S. in Ed.'37, Ohio Univ.; M.A.'47, Ohio State Univ.; Supt. of Sch., Shreve, Ohio, since 1949.

Klohr, Paul R., A.B.'40, DePauw Univ.; Ph.D.'48, Ohio State Univ.; Dir. of Univ. Sch. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1952.

Knapp, Thomas C., B.S.'27, M.A.'31, Ohio State Univ.; Stark Co. Supt. of Sch., Canton, Ohio, since 1940.

Knight, N. Taylor, A.B.'26, King Col.; M.S. in Ed'37, Univ. of Tenn.; Instr. and Asst. Coordinator of Student Field Experience, Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1952.

Knight, William H., B.S.'25, Kent State Univ.; M.A.'30, Ohio State Univ.; Supt. of Sch., Canal Fulton, Ohio, since 1947.

Koeppe, John F., B.S. in Ed.'21, Kent State Univ.; M.A.'32, Western Reserve Univ.; Supt. of Sch., Berea, Ohio, since 1933.

Koeppe, Paul D., A.B.'27, Defiance Col.; M.A.'36, Columbia Univ.; Local Exec. Prin. of Sch., Andover, Ohio, since 1930.

Korb, O. J., B.S.'18, Kent State Univ.; M.A.'27, Tchrs. Col., Columbia Univ.; Ph.D.'38, Western Reserve Univ.; Supt. of Sch., East Cleveland, Ohio, since 1939.

Kurtz, Wm. E., B.A.'33, Col. of Wooster; M.Ed.'52, Kent State Univ.; Supt. of Sch., Brewster, Ohio, since 1952.

*Lake, Charles H., B.A.'09, M.A.'10, LL.D.'34, Ohio State Univ.; LL.D.'44, Western Reserve Univ.; Pres., American Assn. of Sch. Admin., 1945-46; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Cleveland, Ohio, 1933-47 (retired). Address: 3238 Chadbourne Rd., Shaker Heights, Cleveland, Ohio.

La Muth, Henry, B.S.'38, Ed.M.'41, Univ. of Pittsburgh; Supt. of Twp. Sch., Painesville, Ohio.

Lanham, Ralph S., A.B.'26, Bridgewater Col.; M.A.'40, Ohio State Univ.; Supt. of Ashtabula Harbor Exempted Village Schs., Ashtabula, Ohio, since 1949.

Lautenschlager, J. F., B.S. in Ed.'27, M.A. in Adm.'35, Ohio Univ.; Supt. of Co. Sch., Coshocton, Ohio, since 1921.

Laws, W. Edward, B.S.'22, Denison Univ.; M.A.'33, Ohio State Univ.; Tuscarawas Co. Supt. of Sch., New Philadelphia, Ohio, since 1936.

Lee, John R., B.A.'24, Col. of Wooster; M.A.'37, Ohio State Univ.; Supt. of Sch., Fredericksburg, Ohio, since 1939.

Lemasters, Austin O., B.S.'24, Ohio State Univ.; M.E.'41, Univ. of Pittsburgh; Supt. of Howland Sch., Warren, Ohio, since 1945.

Lemmon, D. C., B.A.'28, Muskingum Col.; M.A.'40, Ohio State Univ.; Supt. of City Sch., Dover, Ohio, since 1947.

Lenhart, O. W., B.S.'15, Wooster Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Lowellville, Ohio, since 1933.

Leukaitis, Lewis A., B.S.'40, Baldwin Wallace Col.; M.A.'48, Western Reserve Univ.; Supt. of Sch., Strongsville, Ohio, since 1952.

Levenson, William B., B.S.'27, Ohio State Univ.; M.A.'32, Ph.D.'37, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1947.

*Lewis, E. E., A.B.'07, M.A.'09, Stanford Univ.; Ph.D.'20, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1926.

Lewis, Vaughn, B.A.'28, M.A.'35, Ohio State Univ.; Greene Co. Supt. of Sch., Xenia, Ohio, since 1953.

Lightfritz, S. J., A.B.'21, Marietta Col.; M.A.'37, Ohio State Univ.; Supt. of Exempted Village Sch., Belpre, Ohio, since 1948.

Litzenberg, E. F., A.B.'25, B.S.'27, Marion Col.; A.M.'36, Ohio State Univ.; Supt. of Columbia Twp. Sch., Columbia Station, Ohio, since 1946.

Locke, John F., B.S.'31, Univ. of Cincinnati; Dir., Dept. of Community Relations, Pub. Sch., Cincinnati, Ohio, since 1938.

Long, Howard H., B.S.'15, Howard Univ.; M.A.'16, Clark Univ.; D.Ed.'33, Harvard Univ.; Dean, Central State Col., Wilberforce, Ohio, since 1948.

Longsworth, Robert H., A.B.'27, Adrian Col.; M.Ed.'37, Univ. of Pittsburgh; Carroll Co. Supt. of Sch., Carrollton, Ohio, since 1948.

Loos, Leonard E., A.B.'22, Wittenberg Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Ph.D.'40, New York Univ.; Prin., Shore Sch., Euclid, Ohio, since 1937.

Lower, Kenneth E., B.A.'29, Baldwin-Wallace Col.; M.A.'40, Western Reserve Univ.; Supt., Exempted Village Schs., North Olmsted, Ohio, since 1947.

Lucas, Homer C., A.B.'20, Ohio Wesleyan Univ.; Ginn and Co., Columbus, Ohio.

Lucas, Robert E., B.S. in Ed.'37, Wilmington Col.; M.A.'46, Ohio State Univ.; Elem. Supvr., State Dept. of Educ., Columbus, Ohio, since 1951.

Lucht, George, B.S.'47, Lawrence Col.; M.Ed.'52, Kent State Univ.; Ed.D.'54, Ind. Univ.; Instr. in Educ., Kent State Univ., Kent, Ohio, since 1954.

McBride, James H., B.S.'35, Muskingum Col.; M.A.'40, Univ. of Colo.; Supt. of City Sch., Norwalk, Ohio, since 1949.

McBride, James L., Ph.M.'36, Univ. of Wis.; Supt. of Columbiana Co. Sch., Lisbon, Ohio, since 1950.

McCarroll, Emmet F., A.B.'25, Otterbein Col.; M.A.'40, Univ. of Mich.; Supt. of Exempted Village Sch., Dennison, Ohio, since 1937.

McClintock, Douglas, M.A.'47, Western Reserve Univ.; Local Supt. of Sch., Kirtland H. S., Willoughby, Ohio, since 1948.

McConaghy, G. A., A.B.'29, Muskingum Col.; M.A.'36, Ohio State Univ.; Supt. of Sch., Coshocton, Ohio, since 1947.

McConaghy, Glenn L., Ph.D.'42, Ohio State Univ.; Admin. Vicepres., Muskingum Col., New Concord, Ohio, since 1953.

McCord, Harold C., B.S. in Ed.'26, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Worthington, Ohio, since 1938.

McCormick, R. L., B.S.'28, Ball State Tchrs. Col. (Ind.); M.A.'32, Columbia Univ.; Supt. of Sch., Huron, Ohio, since 1939.

McCoy, Raymond F., A.B.'34, Xavier Univ.; M.A.'35, B.E.'36, Ed.D.'39, Univ. of Cincinnati; Chmn., Dept. of Educ. and Dir., Grad. Div., Xavier Univ., Cincinnati, Ohio, since 1946.

McDermott, Harold C., M.A.'31, Univ. of Cincinnati; Supt. of Sch., Sidney, Ohio, since 1951.

McDonald, Ralph W., A.B.'21, Hendrix Col.; A.M.'27, Ph.D.'33, Duke Univ.; Pres., Bowling Green State Univ., Bowling Green, Ohio, since 1951.

McDougall, Richard E. C., A.B.'16, Greenville Col.; M.A.'25, Northwestern Univ.; Ph.D.'43, Ohio State Univ.; Supt. of Sch., Orrville, Ohio, since 1936.

McDowell, John P., B.A.'23, Col. of Wooster; M.A.'30, Univ. of Akron; Supt. of Sch., Hudson, Ohio, since 1951.

McFarland, G. E., B.S.'12, Otterbein Col.; M.A.'32, Ohio State Univ.; Supt. of Delaware Co. Sch., Delaware, Ohio, since 1937.

McGlone, Orin G., B.S. in Ed.'31, M.A.'38, Ohio State Univ.; Supt. of Marlboro Local Sch., Louisville, Ohio, since 1948.

McGowan, Howard M., B.A.'23, Hiram Col.; M.A.'29, Ohio State Univ.; Supt. of Pub. Sch., McDonald, Ohio, since 1952.

McIntire, Lellon, B.A.'49, Earlham Col.; M.Ed.'53, Miami Univ.; Supt. of Local Sch., West Alexandria, Ohio, since 1953.

McKelvey, Frederick H., A.B.'30, Univ. of Ill.; Ed.M.'36, Ed.D.'54, Harvard Univ.; Dir. of Summer Session and Univ. Extension, Ohio Univ., Athens, Ohio, since 1954.

McKelvey, Herbert W., A.B.'27, Ohio Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Portsmouth, Ohio, since 1949.

McKibben, Ralph M., M.A.'46, Ohio State Univ.; Putnam Co. Supt. of Sch., Ottawa, Ohio, since 1950.

McMullen, R. F., B.A.'13, M.A.'32, Ohio State Univ.; Supt. of Sch., Loudonville, Ohio, since 1929.

McPherson, William N., B.S.'28, M.S.'37, Ind. State Tchrs. Col., Terre Haute; Supvg. Prin., Union-Scioto Sch., Chillicothe, Ohio, since 1950.

MacKey, Carl L., A.B.'18, Marietta Col.; M.A.'51, Univ. of Wyo.; Supt. of Sch., Sandusky, Ohio, since 1953.

Majick, Louis, B.S. in Ed.'48, Youngstown Col.; M.Ed.'53, Kent State Univ.; Exec. Head, Lordstown Local Sch., Warren, Ohio, since 1952.

Major, John A., B.S. in Ed.'38, Ohio Northern Univ.; M.A.'51, Columbia Univ.; Supt. of Sch., Solon, Ohio, since 1952.

Malone, E. E., B.S.'Ed.'35, Ohio Northern Univ.; M.S.Ed.'41, Univ. of Akron; Supt. of Exempted Village Sch., North Canton, Ohio, since 1948.

Malone, Theodore J., M.A.'48, Calif. State Col. of Educ.; Supt. of Lincoln Heights Sch., Cincinnati, Ohio, since 1952.

Marks, Elmer F., A.B.'24, Manchester Col.; M.A.'32, Univ. of Toledo; Supt. of Troy Twp. Sch., Lockey, Ohio, since 1952.

Marvin, Stanley E., A.B.'24, Denison Univ.; M.A.'41, Ohio State Univ.; Educ. Consultant, McLaughlin and Kail, Architects, Lima, Ohio, since 1952.

Mattox, Miles, B.S.'23, Mount Union Col.; M.A.'38, Western Reserve Univ.; Supt. of Exempted Village Sch. Dist., Newton Falls, Ohio, since 1946.

Maxwell, W. T., B.S.'42, Ohio State Univ.; M.A.'50, Miami Univ.; Prin., East Elem. Sch., Greenville, Ohio.

Mayer, Lewis F., B.A.'28, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt. of Fairview Park Sch., Cleveland, Ohio, since 1951.

Mayger, D. B., B.A.'24, Heidelberg Col.; M.A.'38, Ohio State Univ.; Supt. of Sch., Toronto, Ohio, since 1944.

Michel, Gerald H., A.B.'23, Ohio Wesleyan Univ.; M.A.'31, Columbia Univ.; Supt. of Sch., Wickliffe, Ohio, since 1945.

Mikesell, Ralph H., A.B.'31, Ohio Northern Univ.; M.A.'38, Ohio State Univ.; Supt. of Exempted Village Sch., Eaton, Ohio, since 1945.

Miller, Donald F., B.S. in Ed.'36, Ohio Univ.; Ed.M.'40, Univ. of Pittsburgh; Asst. Supt. in chg. of Bus. Affairs, Shadyside, Ohio, since 1952.

Miller, Edgar F., B.S.'23, Denison Univ.; M.A.'33, Columbia Univ.; Supt. of York Twp. Sch., Clyde, Ohio, since 1946.

Miller, I. J., B.S.'31, Baldwin-Wallace Col.; M.S.'47, Western Reserve Univ.; Supt. of City Sch., Bucyrus, Ohio, since 1950.

Miller, I. William, B.S. in Ed.'33, M.A.'38, Bowling Green State Univ.; Exec. Head of Oregon Twp. Sch., Toledo, Ohio, since 1934.

Miller, M. Hughes, A.B.'28, Muhlenberg Col.; M.A.'32, Univ. of Pa.; Mgr., Wesleyan Univ. Press, Inc., 403 South Front St., Columbus, Ohio.

Miller, Marvin H., B.S.'30, Ohio Univ.; A.M.'37, Ohio State Univ.; Supt., Big Walnut Sch., Sunbury, Ohio, since 1950.

Miller, Paul A., B.S. in Ed.'36, Wilmington Col.; M.A.'41, Miami Univ.; Ph.D.'51, Ohio State Univ.; Supt. of Sch., Warren, Ohio, since 1951.

Miller, Theron O., B.S.'32, M.A.'40, Bowling Green State Univ.; Exec. Head of Florida Local Sch., Napoleon, Ohio, since 1940.

Miller, W. W., A.B.'22, Goshen Col.; M.A.'28, Ph.D.'36, Ohio State Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1936.

Miller, William Lawrence, A.B.'16, Muskingum Col.; M.A.'33, Univ. of Pittsburgh; Supt. of Sch., Mansfield, Ohio, 1924-34 (retired).

Mills, Frank B., Bus. Mgr., City Sch., Euclid, Ohio.

Mirshen, George R., A.B.'36, Marietta Col.; M.A.'42, Ohio State Univ.; Asst. Supt. of Sch., Elyria, Ohio, since 1953.

Mufson, V. B., A.B.'28, Wittenberg Col.; M.A.'38, Ohio State Univ.; Ashland Co. Supt. of Sch., Ashland, Ohio, since 1938.

Moore, Benjamin Arthur, B.Sc. in Ed.'18, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Asst. Dir., Ohio Scholarship Tests, State Dept. of Educ., Columbus, Ohio, since 1936.

Moore, Harry E., B.S. in Ed.'31, Wittenberg Col.; M.A.'36, Ohio State Univ.; Supt. of Southeastern Local Schs., Aryanton, Ohio, since 1950.

Morgan, Thomas O., M.A. in Ed.'41, Kent State Univ.; Supt. of Sch., Tallmadge, Ohio, since 1949.

*Morris, M. Ray, B.S. in Ed.'27, Muskingum Col.; B.S. in Bus. Adm.'29, Bliss Col.; M.A.'32, Columbia Univ.; Supt. of Sch., Wauseon, Ohio, since 1943.

Morrison, J. H., A.B.'26, Ohio Univ.; M.A.'41, Wittenberg Col.; Supt. of Northridge Sch., Dayton, Ohio, since 1939.

Mullanix, Fred, A.B.'19, Marietta Col.; M.A.'28, Ohio State Univ.; Prin. of H. S., Marietta, Ohio, since 1940.

Muntzenmayer, L. H., Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Dir. of Appointments, Kent State Univ., Kent, Ohio, since 1931.

Murray, A. B., A.B.'27, Bluffton Col.; M.A.'33, Ohio State Univ.; Supt. of Exempted Village Sch., Bluffton, Ohio, since 1949.

Musgrave, Oscar L., B.A.'34, Findlay Col.; M.A.'48, Ohio State Univ.; Supt. of Sch., Lebanon, Ohio, since 1951.

Musselman, Dwight L., A.B.'26, Bluffton Col.; M.A.'39, Ohio State Univ.; Exec. Head of Sch., Geneva, Ohio, since 1952.

Myers, Gaylord W., A.B.'29, M.A.'40, Univ. of Toledo; Supt. of Sugarcreek Local Sch., Vaughnsville, Ohio, since 1947.

Naragon, Lloyd E., B.S.'31, Heidelberg Col.; M.A.'39, Columbia Univ.; Supt. of Buckeye Local Sch., Medina, Ohio, since 1936.

Nash, Robert L., B.A.'32, Muskingum Col.; M.A.'38, Ohio State Univ.; Prin. of McGuffey Sch., Columbus, Ohio, since 1952.

Neal, Frank, A.B.'30, M.S.'40, Ind. Univ.; Supt. of Fowler Sch., Norwood, Ohio, since 1939.

Nichols, Harold L., A.B.'39, Mt. Union Col.; M.A.'47, Ph.D.'52, Ohio State Univ.; Supt. of Sch., Mt. Vernon, Ohio, since 1953.

Nisonger, I. J., B.S. in Ed.'27, M.A.'36, Ohio State Univ.; Supt. of Boardman Local Sch., Youngstown, Ohio, since 1945.

Nolley, Gilbert L., B.S.'32, M.S.'33, Akron Univ.; Exec. Head, East Franklin Sch., Clinton, Ohio, since 1937.

Nystrom, Wendell C., A.B.'14, Bethany Col.; M.A.'34, Ph.D.'37, Univ. of Kansas; Dean and Prof. of Educ., Wittenberg Col., Springfield, Ohio, since 1937.

O'Grady, John J., B.S.Ed.'18, B.S.C.E.'32, Univ. of Dayton; Exec. Head of St. John Local Sch., Maria Stein, Ohio, since 1941.

Oldfather, Robert B., A.B.'23, Heidelberg Col.; M.A.'37, Ohio State Univ.; Supt. of City Sch., Painesville, Ohio, since 1948.

Oman, Darling W., A.B.'27, Findlay Col.; M.A.'34, Univ. of Mich.; Wyandot Co. Supt. of Sch., Upper Sandusky, Ohio, since 1948.

Palmer, William L., A.B.'23, Oakland City Col.; M.A.'29, Ph.D.'32, Ind. Univ.; Assoc. Prof. of Educ., Univ. of Akron, Akron, Ohio, since 1945.

Parsons, Brooks A., B.S.'09, Ohio State Univ.; M.Ed.'32, Univ. of Minn.; Supt. of Exempted Village Sch., New Richmond, Ohio, since 1933.

Parsons, Harold F., A.B.'05, M.A.'07, Western Reserve Univ.; Pres. Riverside H. S., Painesville, Ohio, since 1932.

Patterson, C. M., A.B.'30, James Millikin Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Bay Village, Ohio, since 1939.

Patton, Lee M., B.S.'31, Univ. of Ill.; M.S. '35, Kent State Univ.; Supt., Northfield-Macedonia Local Sch. Dist., Sagamore Hills, Northfield, Ohio, since 1951.

Paulding, Haskell F., B.S.'34, Central State Teachs. Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Supt. of Exempted Village Sch., Minerva, Ohio, since 1952.

Pees, W. M., Supt. of Sch., Wauseon, Ohio.

Pelley, Harry L., B.S. in Bus. Adm.'40, B.S. in Ed.'48, Kent State Univ.; Supt., Beach City-Wilmot Pub. Sch., Beach City, Ohio, since 1952.

Pelley, James H., Ed.D.'48, Tchrs. Col., Columbia Univ.; Prof. of Educ., Miami Univ., Oxford, Ohio, since 1951.

Pickens, John Franklin, B.A. in Sc.'08, Marietta Col.; M.S. in Ed.'31, Wooster Col.; Supt. of Knox Local Sch. Dist., Alliance, Ohio, since 1951.

Pierce, Wendell H., B.A.'23, Iowa State Tchrs. Col.; M.A.'38, Columbia Univ.; Asst. Supt. Dept. of Personnel Serv., Pub. Sch., Cincinnati, Ohio, since 1953.

Piper, Clyde E., B.S. in Ed.'49, M.Ed.'52, Ohio State Univ.; Local Exec., Pub. Sch., Pemberville, Ohio, since 1952.

Porter, William O., B.S. in Ed.'35, M.S.'39, Ohio Univ.; Morgan Co. Supt. of Sch., McConnelsville, Ohio, since 1948.

Potts, H. M., B.S. in Ed.'29, M. Ed.'49, Ohio Univ.; Supt. of Hamilton-Fairfield Sch., Hamilton, Ohio, since 1947.

Powers, Fred R., A.B.'13, Oberlin Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Amherst, Ohio, since 1918.

Prass, J. E., B.S. in Ed.'30, Ohio State Univ.; Asst. Supt. in chg. of Curriculum, Van Buren Twp. Sch., Dayton, Ohio, since 1952.

Purcell, Roderick N., B.S.'34, Stout Inst.; M.A.'37, Northwestern Univ.; Ph.D.'52, George Peabody Col. for Tchrs.; State Dir. of Special Educ., Div. of Mental Hygiene, Columbus, Ohio, since 1952.

Purdy, Woodrow W., A.B.'35, Otterbein Col.; M.A.'40, Miami Univ. (Ohio); Supt. of City Sch., Urbana, Ohio, since 1950.

Quick, Thomas J., B.S. in Ed.'33, M.Ed. '41, Ohio Univ.; Exec. Head of Utica-Wash. Local Sch., Utica, Ohio, since 1951.

Rader, G. L., A.B.'30, Ashland Col. (Ohio); M.Ed.'40, Duke Univ.; Supt. of Exempted Village Sch., Hickorville, Ohio, since 1948.

Rahmann, Harry L., A.B.'26, Findlay Col.; M.Ed.'51, Ind. Univ.; M.A.'47, Litt.D.'66, D.D.'49, Ph.D.'50, Rockford Sem. (Ill.); Supt. of Sch., Buckland, Ohio since 1953.

Ralph, Rex, B.S.Ed.'38, Ohio Univ.; M.E. '50, Univ. of Cincinnati; Supt. of Mt. Healthy Sch., Cincinnati, Ohio, since 1953.

Ramsayer, John A., A.B.'28, Bluffton Col.; M.A.'38, Ph.D.'48, Ohio State Univ.; Prof. and Dir., Sch.-Community Development Study, Ohio State Univ., Columbus, Ohio, since 1951.

Rannow, Carl J., A.B.'26, Defiance Col.; M.A.'33, Columbia Univ.; Supt. of Sch., Celina, Ohio, since 1945.

Rauch, Floyd, A.B.'16, Otterbein Col.; Asst. Co. Supt. of Sch., Dayton, Ohio, since 1938.

Rausch, Calvin P., B.S. in Ed.'36, Kent State Univ.; M.S. in Ed.'41, Univ. of Akron; Portage Co. Supt. of Sch., Ravenna, Ohio, since 1939.

Raver, Virgil L., B.S.'29, Otterbein Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Ashland, Ohio, since 1935.

Redd, Bryan, B.S.'33, M.S.'35, M.A. in Sch. Adm.'37, Ohio State Univ.; Supt. of Sch., Thorntville, Ohio, since 1950.

Redman, George Elbert, B.S. in Ed.'35, Ohio Univ.; M.A.'38, Ohio State Univ.; Harrison Co. Supt. of Sch., Cadiz, Ohio, since 1952.

Reibard, Roger C., Supt. Sugar Creek-Bloomville Sch., Sugar Creek, Ohio.

Reichelt, F. N., B.S. in Ed.'23, Ohio State Univ.; M.Ed.'39, Univ. of Pittsburgh; Supt. of Sch., Bellaire, Ohio, since 1948.

Remy, Aphra A., B.S.'18, Kenyon Col.; M.A.'37, Ohio State Univ.; Supt. of Pub. Sch., Crestline, Ohio, since 1945.

Replogle, Lawrence E., A.B.'18, Otterbein Col.; A.M.'24, Columbia Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1939.

Resch, Albert George, Jr., B.A.'35, M.A.'41, Ohio Univ.; Exec. Head of Springfield Local Sch., Perrysburg, Ohio, since 1952.

Reynolds, E. C., B.S.'31, Muskingum Col.; M.A.'42, Univ. of Pittsburgh; Supt., Jefferson Local Sch. Dist., Gahanna, Ohio, since 1956.

Rice, Clarence L., B.C.E.'32, M.A.'37, Ohio State Univ.; Supt. of Brooklyn City Sch., Cleveland, Ohio, since 1946.

Rice, D. E., B.S.'15, Ohio Northern Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mansfield, Ohio, since 1924.

Rinehart, John S., B.S.'38, M.A.'39, Bowling Green State Univ.; Supt. of Sch., Perrysburg, Ohio, since 1946.

Rinehart, Harry E., A.B.'31, Mt. Union Col.; M.A.'34, Univ. of Akron; Ph.D.'40, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1942.

*Roberts, Edward D., B.A.'05, M.A.'07, Univ. of Cincinnati; M.A.'08, Tchrs. Col., Columbia Univ.; LL.D.'52, Col. of Wooster. Address: 2532 Birch Ave., Cincinnati, Ohio.

Rodier, Donald B., A.B.'27, Manchester Col.; M.A.'38, Ohio State Univ.; Supt. of Sch., Newcomerstown, Ohio, since 1942.

Roggs, H. W., M.A.'39, Ohio State Univ.; Supt. of Sch., Bryan, Ohio, since 1946.

Rohleder, W. C., A.B.'20, M.A.'23, Ohio State Univ.; Supt. of Sch., Grandview Heights, Columbus, Ohio, since 1927.

Roman, Emerson Wendall, B.S.'30, Muskingum Col.; M.Ed.'40, Duke Univ.; Supt. of Sch., Freeport, Ohio, since 1937.

Root, Ernest Edward, B.S.'24, Baldwin-Wallace Col.; M.A.'34, Ohio State Univ.; Exec. Head of Local Schs., North Royalton, Ohio, since 1929.

Roush, William J., B.S.'37, Geneva Col.; M.Ed.'48, Univ. of Pittsburgh; Supt. of Sch., Cortland, Ohio, since 1943.

Rousson, Martin L., B.A.'30, Wittenberg Col.; M.A.'31, Ohio State Univ.; Prin., Concord Local Sch., Troy, Ohio, since 1936.

Rudy, Jay B., B.S. in Ed.'22, Col. of Wooster; M.A.'23, Ohio State Univ.; Supt. of City Sch., New Philadelphia, Ohio, since 1931.

Rummel, D. D., A.B.'10, Wittenberg Col.; M.A.'28, Ohio State Univ.; Supt. of Sch., Lawrence, Ohio, since 1930.

Runnels, B. G., A.B.'30, Defiance Col.; M.A.'49, Ind. Univ.; Local Exec. Head of Sch., Swanton, Ohio, since 1951.

Rupp, Allan E., B.A.'23, Ohio Wesleyan Univ.; M.A.'24, Ohio State Univ.; Supt. of Sch., Fremont, Ohio, since 1933.

Ryan, Carl J., B.A.'18, Univ. of Dayton; M.A.'24, Ph.D.'27, Catholic Univ. of America; Supt. of Parochial Sch., Cincinnati, Ohio, since 1932.

Ryan, Thomas M., B.A.'29, M.A.'40, Univ. of Dayton; Supt. of Exempted Village Sch., Coldwater, Ohio, since 1953.

Ryder, Harold, B.S.'21, M.S.'22, Ohio Northern Univ.; M.A.'24, Ohio State Univ.; Lucas Co. Supt. of Sch., Toledo, Ohio, since 1940.

Sanders, Herschel W., B.S. in Bus. Adm.'30, Miami Univ.; B.S. in Ed.'30, Wilmington Col.; M.A.'36, Ohio State Univ.; Asst. Supt. of Preble Co. Sch., Eaton, Ohio, since 1952.

Sands, Lewis, B.S. in Ed.'25, Ohio Univ.; M.A.'31, Western Reserve Univ.; Supt. of Sch., Chagrin Falls, Ohio, since 1927.

Sandor, Harold C., B.S.'27, M.A.'37, Ohio State Univ.; Supt. of Jackson Local Sch., Massillon, Ohio, since 1952.

Schaaf, Otto H., B.S. in Ed., Ashland Col.; M.A., Western Reserve Univ.; Supt., Garfield Heights City Sch., Cleveland, Ohio, since 1949.

Schacht, Elmer J., B.S.'42, Baldin-Wallace Col.; M.S.Ed.'51, Westminster Col.; Supt. of Sch., New London, Ohio, since 1952.

Schafer, Russell E., B.S.'21, Ohio Northern Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Alliance, Ohio, 1942-54.

Schaetz, Harvey A., B.S.'29, Kent State Univ.; M.A.'35, Western Reserve Univ.; Supt. of Mayfield City Sch., Mayfield Heights, Ohio, since 1943.

Schimmerer, Mark C., A.B.'26, Ind. State Tchrs. Col., Terre Haute; A.M.'33, Tchrs. Col., Columbia Univ.; Ph.D.'43, Western Reserve Univ.; Supt. of Sch., Cleveland, Ohio, since 1947.

Schnell, Harold E., B.S.'47, Ohio State Univ.; M.A.'52, Ind. Univ.; Supt. of Sch., Germantown, Ohio, since 1952.

Schofield, F. R., B.A.'19, Western Reserve Univ.; M.A.'26, Ohio State Univ.; Geauga Co. Supt. of Sch., Chardon, Ohio, since 1927.

*Schweitzberger, Harold C., B.S.'28, Wooster Col.; M.A.'49, Columbia Univ.; Local Supt. of Richfield Sch., West Richfield, Ohio, since 1930. Address: Box 242, North Canton, Ohio.

Seaborn, Joseph, Jr., B.S.'29, Ohio Northern Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt. of Weathersfield Twp. Sch., Mineral Ridge, Ohio, since 1949.

Seibold, Harold, A.B.'30, Capital Univ.; M.A.'36, Ohio State Univ.; Licking Co. Supt. of Sch., Newark, Ohio, since 1950.

Sellman, William Marshall, B.S. in Ed.'30, Wilmington Col.; M.A.'42, Univ. of Cincinnati; Supt., Exempted Village Sch., Medina, Ohio, since 1954.

Shade, Walter E., B.S.'16, M.A.'24, Ohio State Univ.; Supt. of Sch., West Carrollton, Ohio, since 1931.

Shaw, E. G., Supt. of Beaver Creek Sch., Dayton, Ohio.

Shaw, Roger M., B.S.'36, M.S.'38, Univ. of Ill.; Ph.D.'42, Ind. Univ.; Prof. of Educ., Kent State Univ., Kent, Ohio, since 1948.

Shepherd, Donald W., A.B.'34, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Tiffin, Ohio, since 1954.

Shields, C. Dallas, Sales Mgr., Superior Coach Corp., Lima, Ohio, since 1939.

Shipman, William A., B.S. in Ed.'39, M.Ed.'48, Kent State Univ.; Local Supt. of Grand Valley Schs., Orwell, Ohio, since 1946.

Shreve, John W., M.A.'40, W. Va. Univ.; Dir. of Research, Pub. Sch., Cincinnati, Ohio, since 1952.

Shull, John R., B.A.'19, Emmanuel Missionary Col.; Prin. and Bus. Mgr., Mt. Vernon Academy, Mt. Vernon, Ohio, since 1947.

Shuman, William L., A.B.'21, M.A.'29, Ohio State Univ.; Supt. of Sch., Cuyahoga Co., Cleveland, Ohio, since 1943.

Shuter, L. D., A.B.'23, Ohio Wesleyan Univ.; M.A.'41, Ohio State Univ.; Exec. Secy., State Tchrs. Retirement System of Ohio, Columbus, Ohio, since 1947.

Sibbing, Paul A., B.A.'17, Univ. of Dayton; Lic.Sc.'26, Univ. of Fribourg, Switzerland; Supvr. of Marianist Schs., Mt. St. John, Dayton, Ohio, since 1946.

Simpson, Thomas Clark, A.B.'32, Baldwin-Wallace Col.; M.A.'46, Western Reserve Univ.; Asst. Supt. of Exempted Village Schs., Amherst, Ohio, since 1952.

Sims, D.D., A.B.'17, M.A.'27, Ohio State Univ.; Supt. of Sch., Port Clinton, Ohio, since 1937.

Sinclair, Roy E., B.S.'28, Mt. Union Col.; M.A.'37, Ohio State Univ.; Supt., North Central Local Sch., Sterling, Ohio.

Slade, William, Jr., B.S.'17, Middlebury Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Shaker Heights, Ohio, since 1944.

Slager, Fred C., B.S. in Ed.'20, Ohio Northern Univ.; M.A.'22, Ph.D.'36, Ohio State Univ.; Prin., Central H. S., Columbus, Ohio, since 1944.

Slutz, Frank Durward, A.B.'04, M.A.'06, L.H.D.'28, Mount Union Col.; M.A.'11, Harvard Univ.; Litt.D.'15, Univ. of Denver. Address: 16 Lexington Ave., Dayton, Ohio.

Smith, David R., B.A.'21, M.A.'22, Ohio Wesleyan Univ.; Supt. of Sch., Delaware, Ohio, since 1933.

Smith, L. J., B.Sc.'18, Ohio State Univ.; M.Sc.'37, Cornell Univ.; Supt. of Sch., Massillon, Ohio, since 1936.

Smith, Paul F., B.A.'32, Heidelberg Col.; M.A.'46, Ohio State Univ.; Supt. of Sch., Shadyside, Ohio, since 1946.

Smith, William A., A.B.'29, M.Ed.'42, Ohio Univ.; Supt. of Sch., Washington Court House, Ohio, since 1953.

Sullars, S. K., B.A.'28, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Crawford Co. Supt. of Sch., Bucyrus, Ohio, since 1948.

Sullenberger, D. L., B.A.'18, Manchester Col.; M.A.'31, Ohio State Univ.; Prin. of Kiser H. S., Dayton, Ohio, since 1936.

Spahn, Ronald Arthur, B.S.'30, Col. of Wooster; B.Arch.'34, Western Reserve Univ.; Partner, Spahn and Barnes, Arch., Cleveland Heights, Ohio, since 1946.

Spaeth, Clarence W., Ph.B.'28, Xavier Univ.; M.Ed.'33, Univ. of Pittsburgh; Co. Supt. of Local Sch., Fort Jennings, Ohio.

Spengler, Jacob H., B.S.'31, Bowling Green State Univ.; M.A.'42, Univ. of Mich.; Supt. of Sch., Archbold, Ohio, since 1948.

Stallbohm, H. R., B.S.'26, Northeast Mo. State Tchrs. Col., Kirksville; Vicepres., Bd. of Educ., Lima, Ohio, since 1950.

Stalter, S. S., Mgr., Cincinnati Div. of American Book Co., Cincinnati, Ohio, since 1945.

Stebbins, Walter E., B.S.in Ed.'37, Univ. of Dayton; Supt. of Mad River Twp. Sch., Dayton, Ohio, since 1939.

Stinson, William S., B.S.'29, M.A.'38, Ohio State Univ.; Supt. of West Franklin Local Sch., Clinton, Ohio, since 1930.

Stover, James D., B.A.'12, M.A.'13, Princeton Univ.; Asst. Supt. of Sch., Cincinnati, Ohio, since 1929.

Streits, Ruth, Ph.B.'21, M.A.'22, Univ. of Chicago; Ph.D.'26, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1938.

Stubbs, William A., B.A.'37, Salem Col.; M.Ed.'53, Ohio State Univ.; Supt. of Sch., Covington, Ohio, since 1953.

Sullivan, Henry Lee, B.Sc. in Ed.'19, Ohio Univ.; M.A.'27, Columbia Univ.; Supt. of Sch., Marietta, Ohio, since 1928.

Summers, Donald F., B.A.'24, M.A.'31, Ohio State Univ.; Supt. of Sch., Zanesville, Ohio, since 1941.

Swassey, Fred H., B.S.'42, M.Ed.'51, Kent State Univ.; Local Supt. of Sch., Malvern, Ohio, since 1951.

Swigart, Forrest Damon, B.S.'21, Denison Univ.; M.A.'29, Ohio State Univ.; Supt. of Sch., Bellevue, Ohio, since 1942.

Swope, Mary B., Elem. Prin., Canton, Ohio, since 1921.

Taylor, Charles A., B.S.'22, M.A.'40, Ohio State Univ.; Supt., Anderson Twp. Sch., Cincinnati, Ohio, 1952-54.

Teichert, John R., B.S. in Ed.'30, Wilmington Col.; Supvg. Prin. of Sch., Waverly, Ohio, since 1932.

Thesken, Earl V., A.B.'30, M.A.'42, Miami Univ.; Supt. of North College Hill Schs., Cincinnati, Ohio, since 1952.

Thompson, C. V., B.S.'30, M.A.'31, Wittenberg Col.; Supt. of Miami Co. Sch., Troy, Ohio, since 1942.

Thornton, Ray Ellis, B.S. in Ed.'30, Ohio State Univ.; Supt. of Bristol Twp. Sch., Bristolville, Ohio, since 1930.

Timmons, Robert A., B.S.'36, Cedarville Col.; M.A.'43, Ohio State Univ.; Supt. of South Euclid-Lyndhurst City Sch., Cleveland, Ohio, since 1954.

Townsend, Wayne L., B.S. in Ed.'37, Wilmington Col.; M.A. in Ed.'50, Univ. of Cincinnati; Exec. Head, Southeastern Sch., South Charleston, Ohio, since 1953.

Trowbridge, C. E., B.S.'30, Ashland Col.; M.A.'36, Ohio State Univ.; Supt. of Local Sch., Brunswick, Ohio, since 1946.

Trueheel, Raymond E., B.S. in Ed.'37, Kent State Univ.; M.A.'48, Ohio State Univ.; Supt. of Sch., North Canton, Ohio, 1950-54 (retired).

Tyler, I. Keith, B.A.'23, Univ. of Nebr.; M.A.'30, Tchrs. Col., Columbia Univ.; Ph.D.'38, Columbia Univ.; Dir. of Radio Educ. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1946.

Ullman, Vaughn J., B.S.'33, Ohio Univ.; M.S.'34, M.Ed.'53, Ohio State Univ.; Supt. of Eastmond Village Schs., Lisbon, Ohio, since 1949.

Utterback, T. V., M.S. in Ed.'30, Kent State Univ.; Supt. of Fairfield Local Sch., Columbiana, Ohio, since 1945.

Van Atta, E. A., B.S. in Ed.'31, Ohio Northern Univ.; M.A.'35, Ohio State Univ.; Supt. of Sch., West Liberty, Ohio, since 1954.

Van Auken, Robert Albert, B.A.'39, Univ. of Rochester; M.A.'46, Ph.D.'49, Ohio State Univ.; Asst. Supt. of Sch., Warren, Ohio, since 1956.

Van Brunt, P. I., A.B.'34, A.M.'42, Univ. of Calif.; Exec. Head of Local Sch., Stow, Ohio, since 1953.

Vermillion, Lewis O., Exec. Head, Highland Local Sch., Medina, Ohio.

Virtue, Rose M., A.B.'24, Muskingum Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Gnadenhutten, Ohio, since 1941.

Wagner, Homer, A.B.'24, Manchester Col.; Prin., Van Buren Jr. H. S., Dayton, Ohio, since 1949.

Waldorf, Harry B., B.S.'27, Muskingum Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Bridgeport, Ohio, since 1946.

Walker, George A., A.B. in Com.'29, Ohio Univ.; M.A. in Ed.'39, Akron Univ.; Supt. of Warrensville Heights Sch., Cleveland, Ohio, since 1942.

Walls, L. Earl, B.S. in Ed.'26, Muskingum Col.; Asst. Co. Supt. of Sch., St. Clairsville, Ohio, since 1943.

Wanamaker, J. H., A.B.'30, M.S.'32, Western Reserve Univ.; City Supt. of Sch., Conneaut, Ohio, since 1952.

Warner, Rodney J., B.S.'22, M.A.'29, Ohio State Univ.; Supt. of Sch., Xenia, Ohio, since 1936.

Warner, Roger B., B.S.'22, M.A.'31, Ohio State Univ.; Supt. of Elm Valley Sch., Ashley, Ohio, since 1931.

Wasik, Stanley, B.B.A.'46, Westminster Col.; M.Ed.'48, Univ. of Pittsburgh; Prin. of Vernon Sch., Kinsman, Ohio, since 1952.

Watson, Charles M., B.S. in Ed.'31, M.A.'39, Ohio State Univ.; Supt. of Sch., Jefferson, Ohio, since 1945.

Watters, Richard W., A.B.'31, Georgetown Col.; M.A.'46, Univ. of Ky.; Supt. of Sch., Waynesville, Ohio, since 1951.

Watts, Hadley E., B.S. in Ed.'34, Ohio Northern Univ.; M.A.'48, Ohio State Univ.; Exec. Head of Washington Twp. Sch., Centerville, Ohio, since 1953.

Way, Chester A., B.S., M.Ed., Ohio Univ.; Asst. Supt. of Pike Co. Sch., Waverly, Ohio, since 1953.

Way, James Earl, Ph.B.'13, Ohio Northern Univ.; M.A.'17, Univ. of Wis.; Pike Co. Supt. of Sch., Waverly, Ohio, since 1932.

Weagly, W. E., B.S.'25, Capital Univ.; M.A. '32, Columbia Univ.; Supt. of Erie Co. Sch., Sandusky, Ohio, since 1939.

Webb, Frederic E., B.S.'48, M.S.Ed.'49, Ohio Univ.; Asst. Supt. Cuyahoga Co. Sch., Cleveland, Ohio, since 1954.

Webster, Rolla D., A.B.'24, Heidelberg Col.; M.A.'34, Ohio State Univ.; Madison Co. Supt. of Sch., London, Ohio, since 1951.

Weible, R. F., B.S. in Ed.'40, Bowling Green State Univ.; M.S. in Ed.'48, Ind. Univ.; Exec. Head, Highland-South Richland Local Sch., Defiance, Ohio, since 1945.

Weir, Kenneth J., B.S.'30, Ohio Northern Univ.; M.S.'32, Ohio State Univ.; Exec. Head, Saybrook Local Sch. Dist., Ashtabula, Ohio, since 1932.

Welfle, (Rev.) Frederick E., S.J., B.A.'22, M.A.'23, Gonzaga Univ.; M.A.'30, St. Louis Univ.; Ph.D.'40, Ohio State Univ.; Pres., John Carroll Univ.; Cleveland, Ohio, since 1946.

Wesley, Charles H., B.A.'11, Fisk Univ.; M.A.'13, Yale Univ.; Ph.D.'25, Harvard Univ.; Pres., Central State Col., Wilberforce, Ohio.

West, Glen C., B.S. in Ed.'17, Ohio Univ.; M.A.'28, Columbia Univ.; Mercer Co. Supt. of Sch., Celina, Ohio.

West, Herschel D., B.S.'30, Wilmington Col.; M.A.'40, Columbia Univ.; Supt. of Anderson Twp. Sch., Cincinnati, Ohio, since 1954.

Whinnery, Karl E., Ph.B.'12, Mt. Union Col.; M.A.'16, Univ. of Wis.; Dir. of Sandusky Br., Bowling Green State Univ., Sandusky, Ohio, since 1953.

White, Harold A., B.A.'25, Baldwin-Wallace Col.; M.A.'29, Columbia Univ.; Co. Supt. of Sch., Medina, Ohio, since 1947.

Whitehead, Willis A., B.Arch.'30, M.A.'33, Ohio State Univ. Address: Outcalt, Guenther and Associates, Architects, 13124 Shaker Sq., Cleveland, Ohio, since 1949.

Whitman, William A., B.S.'20, Bowling Green State Univ.; M.A.'31, Univ. of Toledo; Sandusky Co. Supt. of Sch., Fremont, Ohio, since 1939.

Wical, Noel, A.B.'32, Bethany Col. (W. Va.); Educ. Writer, *The Cleveland Press,* Cleveland, Ohio, since 1946.

Wickham, Terry, A.B.'20, Heidelberg Col.; M.A.'27, Ohio State Univ.; Ped.D.'49, Catawba Col.; Pres., Heidelberg Col., Tiffin, Ohio, since 1948.

Wigton, Charles E., A.B.'19, Ohio Wesleyan Univ.; M.A.'37, Northwestern Univ.; Supt. of Sch., Oberlin, Ohio, since 1937.

Wilds, Harold M., B.S. in Ed.'49, Youngstown Col.; M.Ed.'52, Univ. of Pittsburgh; Exec. Head of Sch., Hartford, Ohio, since 1952.

Wiley, F. L., A.B. and B.S. in Ed.'05, Univ. of Mo.; A.M.'09, Tchrs. Col., Columbia Univ.; Supt. of Sch. Emeritus, Cleveland Heights, Ohio, since 1951. Address: 3302 Berkshire Rd., Cleveland Heights, Ohio.

Williams, Charles H., B.S. in Ed.'29, Wilmington Col.; M.S. in Ed.'39, Univ. of Cincinnati; Supt. of Sch., Elmwood Place, Ohio, since 1944.

Williams, E. I. F., Ph.B.'14, Litt.D.'48, Heidelberg Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Ph.D.'41, Columbia Univ.; Head, Dept. of Educ., and Registrar, Heidelberg Col., Tiffin, Ohio, since 1915.

Williams, John Roger, Lake Co. Supt. of Sch., Painesville, Ohio, since 1931.

Wilson, Robert E., B.S. in Ed.'39, Ohio Northern Univ.; B.S. in Bus. Adm.'38, M.A.'46, Ph.D.'49, Ohio State Univ.; Supt. of Sch., Mansfield, Ohio, since 1954.

Wilson, W. Harmon, Vicepres., Southwestern Publishing Co., 634 Broadway, Cincinnati, Ohio.

Wilt, J. W., Dir., Advertising and Sales Promotion, Superior Coach Corp., Lima, Ohio.

Woelfel, Norman, B.S.'23, M.A.'24, Ph.D.'33, Columbia Univ.; Prof. of Educ., and Dir., Teaching Aids Lab., Ohio State Univ., Columbus, Ohio, since 1943.

Wood, Ray G., B.S. inEd.'22, Ohio Northern Univ.; M.A.'28, Ph.D.'35, Ohio State Univ.; Dir., Ohio Scholarship Tests and Instructional Research, State Dept. of Educ., Columbus, Ohio, since 1932.

Wood, Wilbur S., B.A.'25, Otterbein Col.; M.A.'30, Ohio State Univ.; Local Supt. of Sch., Lodi, Ohio, since 1943.

Woodford, Delbert, B.S. in Ed.'31, Kent State Univ.; M.A.'44, Ohio State Univ.; Supt. of Sch., Oakwood, Dayton, Ohio, since 1946.

Woodside, J. Barnes, A.B.'28, Western Reserve Univ.; M.A.'34, Columbia Univ.; Supt. of Sch., Willoughby, Ohio, since 1939.

Yaple, Graydon W., A.B.'29, Colgate Univ.; M.A. in Ed.'35, Cornell Univ.; Ed.D.'48, Syracuse Univ.; Dean, Wilmington Col., Wilmington, Ohio, since 1950.

Young, Calvin W., B.S.'30, M.A.'35, Miami Univ.; Supt. of Lemon Local Sch., Monroe, Ohio, since 1937.

Young, Franklin M., B.S.'26, Otterbein Col.; M.A.'31, Ohio State Univ.; Supt. of Sch., Miamisburg, Ohio, since 1943.

Young, Ray A., A.B.'25, Manchester Col.; M.Ed.'45, Univ. of Cincinnati; Supt. of Greenhills Exempted Village Sch., Cincinnati, Ohio, since 1945.

Zack, J. F., B.S.'33, Ohio Univ.; M.S.'36, Ohio State Univ.; Supvg. Prin. of Sch., Midvale, Ohio, since 1949.

Zeller, Glenn W., M.A.'32, Ohio State Univ.; Supt. of Sch., Uhrichsville, Ohio, since 1942.

Zinser, Woodrow W., A.B.'34, Findlay Col.; M.A.'49, Western Reserve Univ.; Supt. of Sch., Cambridge, Ohio, since 1953.

Zirbes, Laura, B.S.'25, M.A.'26, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1928.

INSTITUTIONAL MEMBERS

Antioch Col., Library, Yellow Springs, Ohio.

Miami Univ., Library, Oxford, Ohio.

Ohio State Library, State Office Bldg., Columbus, Ohio.

Ohio State Univ., Library, Columbus, Ohio.

Ohio University, Library, Athens, Ohio.

Youngstown College, Library, Youngstown, Ohio.

OKLAHOMA

Abbott, Whitt K., B.S.'28, Southeastern State Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Prin. of Alice Robertson Jr. H. S., Muskogee, Okla., since 1947.

Abshier, (Mrs.) Leona G., M.Sc.'50, Okla. A. and M. Col.; Okfuskee Co. Supt. of Sch., Okemah, Okla., since 1946.

Armstrong, Ira R., B.S.'30, Southeastern State Col. (Okla.); M.A.'36, Okla. A. and M. Col.; Supt. of Sch., Hugo, Okla., since 1943.

Arterberry, A. C., B.S.'27, Prairie View A. and M. Col.; M.S. in Ed.'52, Okla. A. and M. Col.; Supt. of Sch. Dist. I-6, Logan Co., Langston, Okla., since 1947.

Ball, Ralph M., B.A.'31, Okla. A. and M. Col.; Archt.-Engineer, Oklahoma City, Okla., since 1942.

Barnes, Melvin W., A.B.'32, Greenville Col.; M.S.'34, Ph.D.'41, Univ. of Ill., Asst. Supt. of Sch. in chg. of Instr., Oklahoma City, Okla., since 1949.

Battles, E. E., A.B.'27, Ed.M.'39, Univ. of Okla.; Ed.D.'49, Stanford Univ.; Supt. of Sch., Henryetta, Okla., since 1934.

Beall, Ross H., B.S.'21, Coe Col.; M.A.'24, Ph.D.'32, State Univ. of Iowa; Prof. of Educ., Univ. of Tulsa, Tulsa, Okla., since 1938.

Boyer, D. Lee, A.B.'28, Southwestern State Col.; Ed.M.'40, Univ. of Okla.; Supt. of Sch., Balko, Okla., since 1948.

Briggs, Eugene S., B.S.'12, Central Col.; M.A.'17, Univ. of Mo.; Ph.D.'34, Columbia Univ.; LL.D.'48, Phillips Univ.; Pres., Phillips Univ., Enid, Okla., since 1938.

Brown, J. Henry, M.S.'39, Okla. Agrl. and Mech. Col.; Supt. of Sch., Coweta, Okla., since 1950.

Buchanan, W. E., M.Ed.'52, Okla. Univ.; Supt. of Sch., Marietta, Okla., since 1953.

Buck, Carl, B.S.'32, Southeastern State Col. (Okla.); M.A.'41, Okla. A. and M. Col.; Supt. of Sch., Fox, Okla., since 1945.

Burch, Richard, M.S.'39, Univ. of Okla.; Supt. of Sch., Elk City, Okla., since 1949.

Burks, Arthur L., A.B.'18, Colo. State Col. of Educ.; M.Ed.'32, Univ. of Okla.; Supt. of Sch., Shawnee, Okla., since 1934.

Burton, Rupert Harold, B.A.'27, Central State Col. (Okla.); M.A.'32, Okla. A. and M. Col.; Pres., Southwestern State Col., Weatherford, Okla., since 1945.

Caldwell, Russell Croxton, A.B.'40, Central State Col. (Okla.); M.Ed.'53, Univ. of Okla.; Supt. of Sch., Apache, Okla., since 1951.

Campbell, Ralph E., B.S.'33, Col. of the Ozarks; M.S.'42, Okla. A. and M. Col.; Supt. of Sch., Talihina, Okla., since 1950.

Carr, William D., B.S.'30, Southeastern State Col. (Okla.); M.A.'35, Columbia Univ.; Supt. of Sch., Cushing, Okla., since 1940.

Cecil, Elmer P., B.S.'27, Southwestern Inst. of Tech. (Okla.); M.Ed.'38, Univ. of Okla.; Supt. of Sch., Weatherford, Okla., since 1945.

Chambers, W. Max, A.B.'21, M.S.'29, Univ. of Okla.; Prof. Diploma '37, Tchrs. Col., Columbia Univ.; D.Ed., Colo. State Col. of Educ.; Pres., Central State Col., Edmond, Okla., since 1949.

Clem, Kenneth A., B.S. in Bus. Adm.'49, Univ. of Okla.; Area Rep., Scott, Foresman Publishing Co., Norman, Okla., since 1948.

Clodfelter, Clifford R., M.S.'36, Okla. A. and M. Col.; Supt. of Sch., Snyder, Okla., since 1952.

Collins, Charles C., M.A.'47, Okla. A. and M. Col.; Supt. of Sch., Red Oak, Okla., since 1950.

Collum, M. C., B.S.'31, Southeastern State Col. (Okla.); Ed.M.'37, Univ. of Okla.; Supt. of Sch., Madill, Okla., since 1938.

Cornelison, George Coy, M.Ed.'41, Univ. of Okla.; Supt. of Sch., Holdenville, Okla., since 1954.

Cornelius, T. M., B.S.'42, East Central State Col., (Okla.); M.Ed.'51, Univ. of Okla.; Supt. of Sch., Comanche, Okla., since 1952.

Costner, Elbert L., M.A.'34, Okla. Univ.; Supt. of Sch., Poteau, Okla., since 1941.

Cox, Raymond E., M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Wilburton, Okla., since 1947.

Creech, D. D., Supt. of Sch., Arnett, Okla., since 1950.

Crooks, C. E., M.S.'36, Phillips Univ.; Supt. of Sch., Guthrie, Okla., since 1942.

Daniel, Willard D., M.Ed.'45, Univ. of Okla.; Supt. of Sch., Ripley, Okla., since 1953.

Davis, Clarence L., B.S.'32, Southeastern State Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Supt. of Velma-Alma Pub. Sch., Velma, Okla., since 1952.

Davison, O. W., A.B.'32, Central State Col. (Okla.); M.S.'37, Okla. A. and M. Col.; Ed.D.'49, Univ. of Okla.; Dir., Dept. of Adult Educ., Univ. of Okla., Norman, Okla., since 1948.

Dean, Robin R., B.S.'31, Northern Mich. Col. of Educ.; Ed.M.'52, Univ. of Okla.; Supt. of Riverside Indian Sch., Anadarko, Okla., since 1946.

De Wees, Clarence L., B.A.'31, B.S.'35, Southwestern Col.; Ed.M.'53, Univ. of Okla.; Asst. Dir. of Finance, State Bd. of Educ., Oklahoma City, Okla., since 1947.

Dunlap, E. T., B.S.'39, Southeastern State Col. (Okla.); M.S. in Ed.Adm.'41, Okla. A. and M. Col.; Pres., Eastern Okla. A. and M. Col., Wilburton, Okla.

Duty, Richard, M.A.'39, Okla. A. and M. Col.; Supt. of Sch., Stratford, Okla., since 1953.

Easley, Marvin L., B.S.'32, Southwestern State Col., (Okla.); M.Ed.'37, Univ. of Okla.; Supt. of Sch., Erick, Okla., since 1951.

Evans, E. J., M.A.'41, Okla. Agrl. and Mech. Col.; Supt. of Sch., Konawa, Okla., since 1934.

Ferguson, Leslie Guy, B.A.'24, Central State Col.; Co. Supt. of Sch., Tulsa, Okla., since 1947.

Fields, Walter, B.S.'31, East Central State Col. (Okla.); M.S.'40, Okla. A. and M. Col.; Supt. of Sch., Minco, Okla., since 1951.

Frazier, James R., B.A.'24, M.A.'32, Univ. of Okla.; Supt. of Sch., Okmulgee, Okla., since 1949.

Frey, Maxine, B.S.'35, Southwestern State Tchrs. Col.; Ed.M.'53, Univ. of Okla.; Caddo Co. Supt. of Sch., Anadarko, Okla., since 1947.

Garrison, Harrell E., A.B.'32, Bethany-Peniel Col.; M.S.'36, Northwestern Univ.; Ph.D.'49, George Peabody Col. for Tchrs.; Pres., Northeastern State Col., Tahlequah, Okla., since 1951.

George, N. L., B.S. in Ed.'26, Ed.M.'31, Univ. of Okla.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Asst. Supt., Admin. Serv., Pub. Sch., Oklahoma City, Okla., since 1941.

Geren, R. E., B.A.'30, Central State Col. (Okla.); M.S.'36, Okla. A. and M. Col.; Bus. Mgr. of City Sch., Ponca City, Okla., since 1951.

Gililland, J. R., B.A.'39, Southwestern State Col.; Supt. of Merritt Pub. Sch., Elk City, Okla., since 1950.

Ginn, Hugh B., B.S.'39, Southwestern State Col. (Okla.); Bus. Mgr. of Pub. Sch., Oklahoma City, Okla., since 1948.

Glasgow, M. W., A.B.'21, Univ. of Mich.; Ed.M.'32, Ed.D.'37, Univ. of Okla.; Supt. of Sch., Edmond, Okla., since 1947.

Godfrey, Garland A., B.S.'33, M.A.'36, Okla. A. and M. Col.; Supt. of Sch., Durant, Okla., since 1952.

Gound, H. D., Ed.M.'38, Univ. of Okla.; Supt. of Sch. Dist. 43, Wilson, Okla., since 1947.

Grady, Charles E., A.B.'08, A.M.'11, Ind. Univ.; Co. Supt. of Sch., Oklahoma City, Okla., since 1947.

Griffin, Grandville R., B.A.'37, Northeastern State Col.; M.A.'48, Okla. A. and M. Col.; Supt. of Sch., Vinita, Okla., since 1949.

Hagan, Guy Thomas, M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Laverne, Okla., since 1953.

Hann, George D., A.B.'17, Okla. Baptist Univ.; M.Ed.'36, Univ. of Okla.; Supt. of Sch., Ardmore, Okla., since 1938.

Harrel, Kenneth H., B.S.'34, Central State Col. (Okla.); M.Ed.'47, Univ. of Okla.; Supt. of Sch., Fletcher, Okla., since 1933.

Harris, Al, B.S.'31, B.A.'33, Southwestern State Col.; M.A.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Clinton, Okla., since 1947.

Harris, Herman, M.Ed.'41, Okla. Univ.; Supt. of Sch., Seiling, Okla., since 1941.

Harrison, G. Lamar, A.B.'26, Howard Univ.; B.E.'27, M.A.'29, Univ. of Cincinnati; Ph.D.'36, Ohio State Univ.; Pres., Langston Univ., Langston, Okla., since 1939.

Harrison, L. C., M.S. in Ed.Adm.'49, Okla. A. and M. Col.; Supt. of Sch., Foss, Okla., since 1951.

Harvey, Raymond, M.S.'36, Okla. A. and M. Col.; Supt. of Sch., Bixby, Okla., since 1937.

Henry, George S., M.S.'47, Okla. A. and M. Col.; Supt. of Sch., Kingston, Okla., since 1928.

Herron, J. Arthur, M.Ed.'36, Univ. of Okla.; Supt. of Sch., Blackwell, Okla., since 1948.

Hodge, Oliver, B.A.'29, Univ. of Tulsa; M.Ed.'33, D.Ed.'37, Univ. of Okla.; State Supt. of Pub. Instr., Oklahoma City, Okla., since 1947.

Holmes, E. L., Supt. of Sch., Blackburn, Okla., since 1952.

Hubbard, John Kendall, B.S.'39, Central State Col. (Okla.); M.Ed.'48, Univ. of Okla.; Supt. of Independent Sch. Dist. 40, Noble, Okla., since 1948.

Johns, Oliver D., A.B.'26, Okla. Baptist Univ.; M.Ed.'33, Okla. Univ.; Supt. of Sch., Seminole, Okla., since 1945.

Johnson, Barnie Freeman, M.S.'33, Okla. A. and M. Col.; Supt. of Sch., Anadarko, Okla., since 1953.

Jordan, Alphonso Milton, B.S.'31, Langston Univ.; M.A.'41, Univ. of Wichita; Supt. of Separate Sch., Douglass H. S., Wewoka, Okla., since 1940.

Jordan, Paul E., B.A.'28, M.A.'39, Okla. Univ.; Supt. of Sch., Moore, Okla., since 1946.

Kirkland, Denver D., B.A.'28, Northwestern State Col. (Okla.); M.Ed.'33, Univ. of Okla.; Supt. of Putnam City Sch., Oklahoma City, Okla., since 1950.

Lockett, Victor James, B.S.'28, Central State Col. (Okla.); M.S.'33, Okla. A. and M. Col.; Supt. of Sch., Fairfax, Okla., since 1931.

Ludlow, Earl D., B.S.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Pryor, Okla., since 1952.

McCreight, John Calvin, B.S. in Ed.'43, Central State Col. (Okla.); M.Ed.'52, Phillips Univ.; Supt. of Sch., Medford, Okla., since 1953.

McCutcheon, Grover, B.S.'40, Southwestern State Col.; Supt. of Pub. Sch., Rush Springs, Okla., since 1953.

McDonald, (Mrs.) Gladys, M.A.'46, Univ. of Okla., Dir. of Elem. Educ., Oklahoma City, Okla.

McKee, Marvin Eugene, B.S.'31, Southwestern Inst. of Tech. (Okla.); Pres., Panhandle A. and M. Col., Goodwell, Okla., since 1945.

McKinnis, Joe, M.S.'37, Okla. A. and M. Col.; Supt. of Sch., Okeene, Okla., since 1953.

McLean, R. H., A.B.'24, Southwestern State Tchrs. Col.; M.A.'46, Western State Col. of Colo.; Asst. Supt. of Sch., Midwest City, Okla., since 1947.

Marrs, Charles A., M.Ed.'41, Univ. of Okla.; Supt. of Sch., Skiatook, Okla., since 1949.

Martin, Jesse W., M.S.'38, Okla. Agrl. and Mech. Col.; Supt. of Sch., Nowata, Okla., since 1946.

Mason, Charles C., B.A.'25, Central Wesleyan Col.; M.A.'28, Washington Univ.; Ed.D.41, Colo. State Col. of Educ., Supt. of Sch., Tulsa, Okla., since 1944.

Melton, Herschel, M.A. in Ed.'47, Univ. of Okla.; Psychologist, Special Educ. Dept., State Dept. of Educ., Oklahoma City, Okla., since 1953.

Mitchusson, Herman L., Ed.M.'36, Univ. of Okla.; Supt. of Sch., McLish Sch. Dist., Fittstown, Okla., since 1952.

Morrison, Rex O., B.A.'25, Trinity Univ.; M.Ed.'39, Univ. of Okla.; Supt. of Sch., Ada, Okla., since 1943.

Myers, Bruce J., B.A.'22, M.Ed.'34, Univ. of Okla.; Supt. of Sch. Dist. 1, Chickasha, Okla., since 1939.

Nash, M. A., Chancellor, Okla. State Regents for Higher Educ., Oklahoma City, Okla., since 1943.

Newman, Jennings B., Ed.M.'40, Univ. of Okla.; Supt. of Sch., Sapulpa, Okla., since 1951.

Nichols, B. R., M.S. in Ed.'35, Ed.D.'48, Okla. Agrl. and Mech. Col.; Supt. of Sch., Bristow, Okla., since 1942.

Nichols, Richard Clyde, M.A.'32, Univ. of Mo.; Supt. of Sch., Miami, Okla., since 1928.

Oakes, Cecil E., B.A.'25, M.Ed.'37, Univ. of Okla.; Supt. of Sch., Okemah, Okla., since 1938.

Obuch, W. A., B.S.'32, Phillips Univ.; Supt. of Sch., Antlers, Okla., since 1947.

Ogle, Fred C., M.E.'34, Univ. of Okla., Supt. of Sch., Checotah, Okla., since 1940.

*Patterson, Herbert, B.A.'08, M.A.'11, Wesleyan Univ.; M.A.'11, Ph.D.'13, Yale Univ.; Dean of Admin., Okla. Agrl. and Mech. Col., Stillwater, Okla., since 1919.

Pauly, Frank R., B.A.'17, Univ. of Okla.; M.A.'25, Ed.D.'35, Columbia Univ.; Dir. of Research, Bd. of Educ., Tulsa, Okla., since 1929.

Payne, J. Win, B.S.'32, Central State Col. (Okla.); M.S.'44, Okla. A. and M. Col.; Supt. of Sch., Ponca City, Okla., since 1946.

Phillips, David E., A.B.'24, M.A.35, Univ. of Okla.; Supt. of Sch., Chandler, Okla., since 1945.

Phillips, Ferman, A.B.'32, Southeastern State Col. (Okla.); M.S.'38, Okla. A. and M. Col.; Exec. Secy., Okla. Educ. Assn., Oklahoma City, Okla.

Price, Dave D., Pres., The Economy Co., Oklahoma City, Okla.

Proctor, C. Dan, B.A.'28, East Central State Col. (Okla.); Ed.M.'35, Ed.D.'43, Univ. of Okla.; Pres., Okla. Col. for Women, Chickasha, Okla., since 1943.

Pugmire, D. Ross, B.S.'27, Brigham Young Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'37, Columbia Univ.; Prof. of Sch. Admin., Univ. of Okla., Norman, Okla., since 1947.

Quinn, (Mrs.) Lila, M.Ed.'43, Univ. of Okla.; Prin., Millard Fillmore Elem. Sch., Oklahoma City, Okla.

Richardson, James W., B.A.'17, Ind. Univ.; Ed.M.'27, Harvard Univ.; Ph.D.'40, Columbia Univ.; Prof. of Educ., Okla. A. and M. Col., Stillwater, Okla., since 1949.

Riley, Wilson M., A.B.'31, M.Ed.'35, Phillips Univ.; Supt. of Sch., Woodward, Okla., since 1947.

Robberson, Guy E., B.S.'38, Central State Col.; M.Ed.'46, Okla. A. and M. Col.; Supt. of Sch., Lindsay, Okla., since 1949.

Roberts, G. M., A.B.'27, M.A.'28, Univ. of Okla.; Supt. of Sch., Bartlesville, Okla., since 1947.

Rose, Oscar V., B.S.'31, East Central State Col. (Okla.); Supt. of Sch., Midwest City, Okla., since 1943.

Rowe, Omer, B.S.'33, Southeastern State Col. (Okla.); M.Ed.'51, Univ. of Okla.; Carter Co. Supt. of Sch., Ardmore, Okla., since 1946.

Russell, R. R., A.B.'27, Phillips Univ.; M.A.'34, Ed.D.'54, Okla. A. and M. Col.; Supt. of Sch., Stillwater, Okla., since 1947.

Setzepfandt, A. O. H., B.A.'22, M.A.'23, State Univ. of Iowa; Prin., Irving Elem. Sch., Tulsa, Okla., since 1954.

Shackelford, Fred, B.A.'36, Northeastern State Col. (Okla.); Examiners Div., State Dept. of Educ., Oklahoma City, Okla., since 1946.

Shaw, Homer, B.A.'30, Okla. Baptist Univ.; M.A.'35, Okla. A. and M. Col.; Supt. of Sch., Pawnee, Okla., since 1942.

Shepherd, Byron L., B.S.'32, M.S.'33, Kansas State Col.; Ed.D.'54, Okla. A. and M. Col.; Asst. Supt. of Sch., Tulsa, Okla., since 1944.

Shoemaker, John D., B.S.'26, Southwestern Inst. of Tech. (Okla.); M.E.'32, Univ. of Okla.; Supt. of Sch., Lawton, Okla., since 1946.

Simmons, Harry D., B.S.'24, Univ. of Okla.; M.A.'27, Columbia Univ.; Supt. of Sch., Muskogee, Okla., since 1947.

Smith, Calvin T., M.Ed.'40, Univ. of Okla.; Supt. of Sch., Wewoka, Okla., since 1949.

Smith, Willie G., M.S.'48, Okla. A. and M. Col.; Supt. of Sch., Billings, Okla., since 1950.

Sneed, Jeter D., B.S.'28, E. Central Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Bus. Mgr., Okla. Col. for Women, Chickasha, Okla., since 1942.

Sorenson, Helmer E., B.E.'35, Wis. State Tchrs. Col., Eau Claire; Ph.M.'39, Ph.D.'48, Univ. of Wis.; Assoc. Dean and Prof. of Educ., Okla. A. and M. Col., Stillwater, Okla., since 1949.

Spencer, Charles F., B.S.'28, East Central State Col. (Okla.); M.A.'29, Univ. of Okla.; Ph.D.'38, Univ. of Wis.; Pres., East Central State Col., Ada, Okla., since 1949.

Spenner, George W., A.B.'42, Northwestern State Col.; M.A.'44, Phillips Univ.; Supt. of Sch., Guymon, Okla., since 1944.

Stockton, William G., Jr., B.S.'26, Northeastern State Col. (Okla.); M.A.'35, Okla. A. and M. Col.; Supt. of Sch., LeFlore, Okla., since 1920.

Stubbs, G. T., A.B.'26, Southeastern State Col. (Okla.); M.A.'31, Tchrs. Col., Columbia Univ.; Dir., Dept. of Pub. Sch. Serv., Okla. A. and M. Col., Stillwater, Okla., since 1945.

Swanson, J. Chester, A.B.'26, Univ. of Richmond; M.A.'29, Ph.D.'35, Duke Univ.; Supt. of Sch., Oklahoma City, Okla., since 1950.

Sweeney, Kenneth K., M.Ed.'46, Univ. of Okla.; Supt. of Sch., Thomas, Okla., since 1939.

Taylor, Paul R., M.S. in Ed.'31, Okla. Agrl. and Mech. Col.; Supt. of Sch., El Reno, Okla., since 1935.

Teague, J. E., B.S.'29, East Central State Col. (Okla.); M.S.'32, Okla. A. and M. Col.; Supt. of Byng Sch., Ada, Okla., since 1926.

Terrill, Oren, B.S.'36, Northeastern State Col. (Okla.); M.S.'41, Okla. A. and M. Col.; Supt. of Sch., Pawhuska, Okla., since 1951.

Thompson, S. Arch, B.S.'25, Okla. A. and M. Col.; M.S.'35, Kansas State Col.; Supt. of City Sch., McAlester, Okla., since 1950.

Tompkins, Roy R., B.A.'14, Ouachita Col.; M.A.'28, Univ. of Okla.; Dir., Div. of Col. Extension, Okla. A. and M. Col., Stillwater, Okla., since 1936.

Tuttle, Francis T., B.S.'32, Okla. A. and M. Col.; Supt. of Sch., Geronimo, Okla., since 1935.

Vaughn, Noel E., M.Ed.'39, Univ. of Okla.; Supt. of Sch., Healdton, Okla., since 1937.

Wallace, James Duncan, B.S.'34, Springfield Col.; M.A. in Sch.Admin.'38, Univ. of Okla.; Prin. of Fort Sill Indian Sch., Lawton, Okla., since 1940.

Wallace, Murray L., B.A.'31, M.A.'38, North Texas State Teters. Col.; Ed.D.'48, Teters. Col., Columbia Univ.; Prof. of Educ. Admin., Okla. A. and M. Col., Stillwater, Okla., since 1948.

Waller, DeWitt, A.B.'11, Epworth Univ.; A.M.'19, Univ. of Mo.; Supt. of Sch., Enid, Okla., since 1938.

Walton, Lulu, B.S.'32, East Central State Col.; M.Ed.'37, Univ. of Okla.; Stephens Co. Supt. of Sch., Duncan, Okla., since 1933.

White, Clark E., B.S.'39, Southeastern State Col. (Okla.); LL.B.'42, Univ. of Okla.; Supt. of Sch., Ramona, Okla., since 1948.

White, J. Phillip, M.S.'48, Okla. A. and M. Col.; Supt. of Sch., Davis, Okla., since 1932.

White, Pat F., B.S.'32, Central State Col. (Okla.); Supt. of Sch., Binger, Okla., since 1942.

White, William Earl, M.A.'39, Columbia Univ.; Supt. of Sch., Haskell, Okla., since 1939.

Wisner, A. C., A.B.'13, North Central Col.; M.Ed.'44, Colo. State Col. of Educ.; Supt. of Sch., Drumright, Okla., since 1946.

Williams, Joseph E., B.S.'38, Miss. Southern Col.; M.A.'42, Univ. of Ala.; Ed.D.'52, Ind. Univ.; Dean, Southwestern State Col., Weatherford, Okla., since 1953.

Willingham, Farris E., B.A.'37, East Central Col.; M.Ed.'57, Okla. Univ.; Supt. of Sch., Tecumseh, Okla., since 1957.

Wilson, Howell H., M.S.'41, Univ. of Okla.; Supt. of Sch., Collinsville, Okla., since 1943.

Wilson, O. L., B.S.'38, Panhandle A. and M. Col.; M.E.'51, Phillips Univ.; Supt. of Sch., Guss, Okla., since 1945.

Wilson, Warren A., B.S.'48, M.S.'49, Okla. A. and M. Col.; Supt. of Sch., Oilton, Okla., since 1952.

Wood, Dion Carlos, A.B.'31, Southeastern State Col. (Okla.); M.A.'35, Univ. of Okla.; Supt. of Sch., Duncan, Okla., since 1941.

Woods, William Russell, B.S.'31, Southwestern Teters. Col. (Okla.); M.S.'38, Kansas State Teters. Col. Emporia; Supt. of Sch., Buffalo, Okla., since 1955.

Younger, L. S., Supt. of Sch., Custer, Okla.

INSTITUTIONAL MEMBERS

Northeastern State Col., Library Tahlequah, Okla.

Okla. City Teters. Manual Organization, 228 N. W. Eighth, Oklahoma City, Okla.

Phillips Univ., Dept. of Educ., Enid, Okla.

Superior Coach Sales Co., 2724 N. May, Oklahoma City, Okla.

OREGON

Adams, Warren S., B.A.'37, Nebr. State Teters. Col., Peru; M.Ed.'53, Univ. of Oregon; Supt. of Sch., Molalla, Oregon, since 1947.

Armstrong, D. Herbert, M.A.'35, Whitman Col.; Supt., Jt. Union H. S. Dist. 16, Beaverton, Oregon, since 1938.

Armstrong, Hubert E., B.A.'31, Pacific Col.; M.A.'32, Univ. of Oregon; Supt. of Sch., Newberg, Oregon, since 1946.

Avery, Clyde E., B.S.'38, Ball State Teters. Col. (Ind.); M.S.'51, Oregon State Col.; Admin. Prin. of Union H. S. Dist. 5, Tonquin, Oregon, since 1952.

Bain, V. D., Asst. Supt. of Sch., Portland, Oregon.

Bates, David E., B.A. in Ed.'37, Iowa State Teters. Col., Cedar Falls; M.A. in Admin. and Supvn.'51, Univ. of Mich.; Supt. of Sch., The Dalles, Oregon, since 1948.

Beall, Harold A., B.S.'39, Linfield Col.; M.Ed.'52, Univ. of Oregon; Asst. Supt. of Sch., Coos Bay, Oregon, since 1951.

Beardsley, Florence E., B.S.'30, M.S.'36, Univ. of Oregon; State Div. of Elem. Educ., State Dept. of Pub. Instr., Salem, Oregon, since 1941.

Bennett, Frank B., B.A.'21, Ed.D.'48, Willamette Univ.; M.A.'33, Univ. of Oregon; Pres., Eastern Oregon Col. of Educ., La Grande, Oregon, since 1952.

Bonn, Jack H., B.S.'48, Oregon Col. of Educ.; Supt.-Clerk, Pub. Sch., Eugene, Oregon, since 1953.

Booth, (Mrs.) Agnes C., Diploma '23, Oregon Col. of Educ.; Co. Supt. of Sch., Salem, Oregon, since 1939.

Brown, James L., B.A.'28, Univ. of Wash.; M.Ed.'47, Univ. of Oregon; Supt. of Union H. S. Dist. U-1J, Redmond, Oregon, since 1952.

Bryant, Aaron Albert, B.A.'42, Mont. State Univ.; M.S.'52, Univ. of Idaho; Prin. and Supt. of Drain Elem. Sch., Dist. 22, Drain, Oregon, since 1952.

Buck, Edward M., B.S.'29, Whitman Col.; M.S. in Ed.'47, Univ. of Idaho; Supt. of Sch., Junction City, Oregon, since 1951.

Buckingham, Velma G., B.S.'33, Southern Oregon Col. of Educ.; Deschutes Co. Supt. of Sch., Bend, Oregon, since 1947.

Campbell, Don J., B.S.'31, M.S.'41, Univ. of Oregon; Supt. of Parkrose Sch. Dist. 3, Portland, Oregon, since 1946.

Cannon, Gerald O., B.S. in E.E.'31, Univ. of Denver; Ed.D.'54, State Col. of Wash.; State Tchr. Trainer, State Div. of Voc. Educ., Salem, Oregon, since 1952.

Carmichael, Jack W., B.S.'47, M.S.'48, Oregon State Col.; Supt. of Sch., Umatilla, Oregon, since 1953.

Corwin, George A., M.Ed.'46, Univ. of Oregon; Supt. Hood River Co. Sch. Dist., Hood River, Oregon.

Cox, John R., A.B.'28, Albany Col.; Prin. of H. S., Albany, Oregon, since 1953.

Cramer, John Francis, B.A.'31, M.A.'35, Willamette Univ.; M.Ed.'52, D.Ed.'57, Univ. of Oregon; Dean, Genl. Extension Div., Oregon State System of Higher Educ., Portland, Oregon, since 1946.

Davis, G. Harland, B.S.'22, Monmouth Col.; M.Ed.'41, Oregon State Col.; Supt. of Sch., Toledo, Oregon, since 1945.

De Bernardis, Amo, Asst. Supt. of Sch., Portland, Oregon, since 1953.

Dillon, Walter Eugene, B.S.'36, M.Ed.'41, Univ. of Oregon; Supt. of Russellville Sch., Portland, Oregon, since 1950.

Dishow, Harold C., B.S.'34, Albany Col.; Prin., Union H. S. 2, Sweet Home, Oregon, since 1946.

Ditto, Charles E., B.A.'41, Eastern N. Mex. Col.; M.A.'50, Univ. of Oregon; Supt., Creswell Union H. S., Creswell, Oregon, since 1952.

Doerfler, Frank P., B.A.'35, Mont. State Univ.; M.S. in Ed.'41, Univ. of Idaho; Supt., Sch. Dist. 103-C, Woodburn, Oregon, since 1949.

Eaton, Ann T., B.A.'29, Bucknell Univ.; Supt., Jefferson Co. Sch., Madras, Oregon, since 1952.

Edwards, Jonathan W., A.B.'17, Whitman Col.; M.A.'32, Univ. of Oregon; Supt. of Sch., Portland, Oregon, since 1933.

Egelston, Elwood F., M.Ed.'50, Univ. of Oregon; Supt. of Sch., St. Helens, Oregon, since 1955.

Elliott, Paul S., B.A.'21, Pacific Col.; M.Ed.'33, Univ. of Oregon; Supt. of Sch., Oakridge, Oregon, since 1952.

Emerson, D. A., B.A.'23, Univ. of Wash.; M.A.'24, State Col. of Wash.; Asst. Supt. of Pub. Instr., State Dept. of Educ., Salem, Oregon, since 1934.

*Erickson, Everett E., A.B.'26, M.S.'33, Univ. of Idaho. Address: c/o Hal H. Moor, 115 Mayer Bldg., Portland, Oregon.

Evans, Byron F., B.S.'47, Oregon State Col.; M.Ed.'51, Univ. of Oregon; Supt. of Sch., Glide, Oregon, since 1951.

Evans, James E., B.A.'30, State Col. of Wash.; M.S.'35, Univ. of Oregon; Supt. of Sch., Baker, Oregon, since 1946.

Fleming, Elmer W., M.Ed.'52, Univ. of Oregon; Josephine Co. Supt. of Sch., Grants Pass, Oregon, since 1953.

Foster, Wayne, B.S.'37, M.Ed.'46, Univ. of Oregon; Supt. of Sch. Dist. 3, Hood River, Oregon, since 1950.

Frisbie, Chester C., B.A.'26, Univ. of Wash.; M.B.A.'28, Northwestern Univ.; Ed.D.'49, Stanford Univ.; Head, Educ. Dept., Lewis and Clark Col., Portland, Oregon, since 1950.

Fuller, William A., Jr., B.S.'48, Oregon State Col.; Supt. of Sch. and Prin., Union H. S., Harrisburg, Oregon, since 1951.

Gestrinus, Gerald M., Ed.M.'51, Willamette Univ.; Supt.-Prin. of Sch., Newport, Oregon, since 1948.

Gillen, Mathilda, A.B.'45, San Francisco State Col.; M.Ed.'52, Univ. of Oregon; Prin., Richmond Elem. Sch., Salem, Oregon, since 1946.

Goddard, G. B., B.S.'42, Univ. of Oregon; Supt. of Union H. S., Myrtle Point, Oregon, since 1948.

Grylapp, Arnold L., B.A.'17, Willamette Univ.; M.A.'26, Univ. of Calif.; Supt. of Sch., Klamath Falls, Oregon, since 1942.

Grant, Leslie E., M.Ed.'51, Univ. of Oregon; Morrow Co. Supt. of Sch., Heppner, Oregon, since 1951.

Halseth, I. R., B.S. in Ed.'27, Eastern State Teachers Col. (S. Dak.); M.S. in Ed.'36, Univ. of Wyo.; Supt. of Sch. Dist. 5, Albany, Oregon, since 1948.

Harcombe, William F., M.S.'48, Univ. of Oregon; Supt. of Sch. and Prin., Union H. S., Elmira, Oregon, since 1947.

Hartley, Henry H., B.A.'27, Willamette Univ.; M.A.'43, Univ. of Oregon; Supt. of Sch., Nyssa, Oregon, since 1945.

Harman, Hugh G., Diploma '38, Southern Oregon Col. of Educ.; Supt.-Prin. of Elem. Sch., Redmond, Oregon, since 1947.

Harris, David Harrison, B.A.'30, Albany Col. (Oregon); M.Ed.'48, Oregon State Col.; Supt. of Elem. Sch., Dist. 96, Sandy, Oregon, since 1946.

Hassell, Emil, B.A.'41, Western Wash. Col. of Educ.; M.Ed.'48, Univ. of Oregon; Supt. of Elem. Sch. Dist. 46, Beaverton, Oregon, since 1948.

Hedrick, E. H., A.B.'16, W.A.'28, Univ. of Oregon; Supt. of Sch., Medford, Oregon, since 1955.

Higdon, Arthur Philip, A.B.'31, Univ. of Wichita; Prin. of Lowther Elem. Sch., Cottage Grove, Oregon, since 1946.

Howe, Clarence, A.B.'31, Drury Col.; M.A.'38, Univ. of Wis.; Ed.D.'51, Univ. of Oregon; Supt. of Sch. Dist. 4, Eugene, Oregon, since 1946.

Holm, Myrtle N. B., A.B.'35, A.M.'38, Colo. State Col. of Educ.; Area Dir. of Sch., Bureau of Indian Affairs, Portland Area Office, Portland, Oregon, since 1952.

Hoover, Howard F., B.A.'41, Pacific Univ.; M.Ed.'51, Univ. of Oregon; Supt., Union H. S., Estacada, Oregon, since 1948.

Howe, Carrol R., B.S.'36, M.S.'42, Univ. of Oregon; Klamath Co. Supt. of Sch., Klamath Falls, Oregon, since 1946.

Huff, Milton C., A.B.'28, W.A.'38, Univ. of Nebr.; Asst. Supt. of Lincoln Co. Sch., Newport, Oregon, since 1948.

Hunsaker, Ray, B.S.'40, Univ. of Oregon; Supt. of Sch., Coquille, Oregon, since 1947.

Hunter, Frederick Myerlee, A.B.'25, Univ. of Nebr.; A.M.'28, Columbia Univ.; Ed.D.'31, Univ. of Calif.; LL.D.'46, Colo. Col.; LL.D.'52, Univ. of Colo.; LL.D.'56, Univ. of Nebr.; Pres., Natl. Educ. Assn., 1939-41; Chancellor, Oregon State System of Higher Educ., Eugene, Oregon, 1935-46; Honorary Chancellor since 1946.

Ickes, Dale J., M.Ed.'46, Univ. of Oregon; Supt. of Elem. Sch., Milwaukie, Oregon, since 1945.

Ingles, Edwin T., A.B.'26, Pacific Univ.; M.A.'31, Ed.D.'47, Univ. of Oregon; Regional Representative, Citizenship Educ. Project of Teachers Col., Columbia Univ. Address: 1010 Main St., Forest Grove, Oregon.

Jacob, Keith W., B.S.Ed.'38, M.S.Ed.'51, Univ. of Idaho; Supt. of Sch., Culver, Oregon.

Jacobsen, Paul B., A.B.'22, Luther Col.; A.M.'28, Ph.D.'31, State Univ. of Iowa; Dean, Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1947.

Jacobs, Harry, Master's '38, Univ. of Idaho; Prin. of H. S., Roseburg, Oregon, since 1952.

Jensen, John T., B.S. in Ed.'30, Univ. of Idaho; M.E.'51, Oregon State Col.; Prin. of Union H. S., Hillsboro, Oregon, since 1953.

Jewell, R. E., B.A.'28, Lewis and Clark Col.; M.A.'40, Univ. of Southern Calif.; Supt. of City Sch., Bend, Oregon, since 1950.

Jewett, H. P., A.B.'18, Willamette Univ.; Supt. of Sch., Central Point, Oregon, since 1928.

Jones, Jack Lowell, B.A.'49, Eastern Wash. Col. of Educ.; M.A.'53, Colo. State Col. of Educ.; Tchr., Union H. S., Gresham, Oregon, since 1956.

Jones, Ralph E., B.S.'27, Oregon State Col.; M.S.'37, Univ. of Oregon; Supt. of City Sch., Grants Pass, Oregon.

Kahle, Karl, Jr., B.S.'39, M.Ed.'46, Willamette Univ.; Supt., Jt. Sch. Dist. 10, Beaverton, Oregon, 1951-54.

Kelly, Glenn Kuns, B.S.'16, Franklin Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Negaunee, Mich., 1948-52 (retired). Address: Lock Box 724, Salem, Oregon.

King, James W., B.A.'27, Pacific Univ.; M.A.'35, Univ. of Oregon; Supt. of Sch., Lebanon, Oregon, since 1944.

King, Luther A., M.Ed.'36, Univ. of Oregon; Supt. of Sch., Oregon City, Oregon, since 1946.

King, William E., B.S.'21, M.A.'40, State Col. of Wash.; Umatilla Co. Supt. of Sch., Pendleton, Oregon, since 1944.

Kingsley, Virgil G., B.S.'33, Linfield Col.; M.E.'53, Univ. of Oregon; Supt. of Union H. S., Cottage Grove, Oregon, since 1948.

Klinge, Lucille L., B.S.'50, Univ. of Oregon; Supt., Lane Co. Sch., Eugene, Oregon, since 1945.

Knotts, Richard B., B.A.'33, Albany State Col. (Ga.); M.S.'39, Oregon State Col.; Supt. of Sch., Warrenton, Oregon, since 1951.

Larive, Armand, M.S.'41, Univ. of Oregon; Supt. of Sch., Hermiston, Oregon, since 1947.

Leavitt, Jerome E., B.S.'38, N. J. State Tchrs. Col., Newark; M.A.'41, New York Univ.; Ed.D.'52, Northwestern Univ.; Asst. Prof. of Educ., Portland State Extension Center, Portland, Oregon, since 1952.

Lienkaemper, George, B.A.'29, M.Ed.'50, Univ. of Oregon; Supt.-Prin. of Sch., Bandon, Oregon, since 1952.

Light, Floyd, B.S.'28, Oregon State Col.; Supt. of Union H. S. 3, Portland, Oregon, since 1953.

Linn, Leland P., A.B.'21, Willamette Univ.; M.A.'33, Univ. of Oregon; Supt. of Sch., Ashland, Oregon, since 1945.

Longfellow, J. T., B.S.'15, Wash. State Col.; Dist. Supt. Lincoln Co. Sch., Toledo, Oregon, since 1949.

McCrae, Wallace W., B.S.'33, Univ. of Oregon; Supt. of Sch., Pendleton, Oregon.

Martin, George B., B.S.'30, M.A.'38, Ed.D. '44, Univ. of Calif.; Prof. and Head, Educ. Dept., since 1947, and Dir. of Grad. Study, Willamette Univ., Salem, Oregon.

Menegat, Paul A., B.A.'27, Pacific Univ.; M.A.'30, Univ. of Oregon; Ed.D.'53, Oregon State Col.; Supt. of Union H. S., Forest Grove, Oregon, since 1941.

Moffitt, Laurence C., B.S.'40, Univ. of Oregon; Asst. Supt. of Sch., Springfield, Oregon, since 1953.

Neet, Al M., B.S.'46, Oregon Col. of Educ.; Supt. of Sch., Myrtle Creek, Oregon, since 1952.

Newman, Harold R., B.A.'48, Southern Idaho Col. of Educ.; Dist. Supt. of Sch., Adrian, Oregon, since 1949.

Oliver, William A., B.A.'30, Ed.D.'50, State Col. of Wash.; M.S.'37, Univ. of Oregon; Asst. Supt. of Sch. in chg. of Elem. Educ., Portland, Oregon, since 1953.

Ott, (Mrs.) Alice E., B.S.'50, Univ. of Oregon; Supt. of Gilbert Sch., Portland, Oregon, since 1945.

Patton, Fred J., B.A.'24, Willamette Univ.; M.A.'35, Univ. of Oregon; Supt. of Sch., McMinnville, Oregon.

Posey, Cecil William, M.S.'40, Univ. of Oregon; Exec. Secy., Oregon Educ. Assn., Portland, Oregon, since 1948.

Powers, T. R., Jr., B.A.'28, M.A.'34, Univ. of Oregon; Supt., Lane Co. Sch. Dist. 52, Eugene, Oregon, since 1948.

Poynter, James William, B.A.'25, Nebr. State Tchrs. Col., Peru; Supt. of Elem. Sch. Dist. 7, Hillsboro, Oregon, since 1937.

Putnam, Rex, B.A.'15, M.A.'29, Univ. of Oregon; State Supt. of Pub. Instr., Salem, Oregon, since 1937.

Rice, Lloyd M. (Jack), B.A.'36, Southwestern State Col. (Okla.); M.Ed.'53, Univ. of Okla.; Tchr., Siuslaw H. S. Florence, Oregon, since 1954.

Riggs, Lyle N., Supt. of Sch., La Grande, Oregon.

Romney, Miles C., Ph.D.'47, Columbia Univ.; Assoc. Prof., Univ. of Oregon, Eugene, Oregon.

Sabin, Owen O., B.A.'28, Parsons Col.; M.A.'37, Univ. of N. Mex.; Supt. of Sch., Milwaukie, Oregon, since 1951.

Sandin, Adolph A., B.A.'33, Central Wash. Col. of Educ.; M.A.'38, Univ. of Wash.; Ph.D.'43, Tchrs. Col., Columbia Univ.; Assoc. Prof., Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1950.

Santee, Harold T., B.S.'35, M.Ed.'46, Univ. of Oregon; Supt., Lake Oswego Pub. Sch., Oswego, Oregon, since 1952.

Silke, Eugene H., A.B.'30, Willamette Univ.; Supt. of Sch., Springfield, Oregon, since 1940.

Sly, Cecil M., B.S.'19, State Col. of Wash.; Co. Dist. Supt. of Sch., Prineville, Oregon, since 1945.

Smith, Marvin E., B.A.'46, M.A.'47, Colo. State Col. of Educ.; D.Ed.'51, Univ. of Oregon; Asst. Supt. of Sch., Roseburg, Oregon, since 1952.

Snyder, Walter E., B.S.'25, Oregon State Col.; M.S.'36, D.Ed.'51, Univ. of Oregon; Supt. of Sch., Salem, Oregon, since 1952.

Spalding, Willard B., B.B.A.'26, Boston Univ.; Ed.M.'32, Univ. of N. H.; Ed.D. '42, Harvard Univ.; LL.D.'47, Pacific Univ.; Prof. of Educ., Extension Div., Oregon State System of Higher Educ., Portland, Oregon, since 1953.

Staley, David A., M.S.'40, Univ. of Oregon; Supt.-Prin., Union H. S., Clatskanie, Oregon, since 1947.

Stevenson, Elmo N., B.A.'27, San Jose State Col.; M.A.'29, Ed.D.'38, Stanford Univ.; Pres., Southern Oregon Col. of Educ., Ashland, Oregon, since 1946.

Stuart, Kenneth Albert, Diploma '36, Oregon Col. of Educ.; B.Ed.'46, M.S.'47, Oregon State Col.; Supt.-Prin., Sch. Dist. 70, Riddle, Oregon, since 1952.

Tetz, Henry E., B.S.'25, M.S.'37, Univ. of Oregon; Supt. of Monmouth-Independence Sch., Independence, Oregon.

Thompson, Harry A., B.S.'38, Linfield Col.; M.S.'49, Univ. of Oregon; Supt., Gresham Union H. S., Gresham, Oregon, since 1952.

Todd, Glenn W., B.S. in Ed.'16, Kansas State Tchrs. Col., Pittsburg; M.A.'26, Univ. of Colo.; Supt. of Sch., Dist. 9, Tillamook, Oregon, since 1952.

Tope, Donald E., B.A.'28, Western State Col. of Colo.; M.A.'29, Ph.D.'34, State Univ. of Iowa; Dir., CPEA, Univ. of Oregon, Eugene, Oregon, since 1951.

Tovey, Michael A., B.A.Ed.'28, N. Dak. State Tchrs. Col., Valley City; M.A.Ed. '34, Mont. State Univ.; Supt. of Sch., Spray, Oregon, since 1950.

Trom, Irvin A., B.A.'40, Concordia Col.; M.Ed.'54, Univ. of Oregon; M.S. in Ed.'54, Eastern Oregon Col. of Educ.; Supt. of City Sch., Union, Oregon, since 1953.

Tunnell, Chester L., B.S.'35, Linfield Col.; M.S.'40, Univ. of Oregon; Supt. of Sch., West Linn, Oregon, since 1946.

Uhrhammer, Louis J., B.A.'28, M.Ed.'51, Lewis and Clark Col.; Supt., Cascade Union H. S. 5, Turner, Oregon, since 1947.

Van Loan, Wendell L., Ed.D.'42, Stanford Univ.; Supt. of Sch., Corvallis, Oregon, since 1946.

Voelker, Clifford H., B.S.'38, Oregon State Col.; M.Ed.'52, Univ. of Oregon; Dist. Supt. of Sch., Curry Co., Gold Beach, Oregon, since 1952.

Walsh, Leonard C., B.S.'49, Univ. of Minn.; Supt. of Sch. Dist. 35, Rogue River, Oregon, since 1952.

Weddle, (Mrs.) Carmalite I., M.E.'52, Willamette Univ.; Supt. of Keizer Elem. Sch., Salem, Oregon, since 1952.

Wells, Thomas A., B.A.'31, Pacific Univ.; M.Ed.'51, Oregon State Col.; Supt. of Sch., Astoria, Oregon, since 1951.

Whitworth, Sidney E., B.S.'11, Whitworth Col.; A.B.'24, A.M.'31, Univ. of Wash.; Supt. of Sch., Dallas, Oregon, since 1942.

Williams, Delos D., B.A.'31, Concordia Col.; M.E.'52, Univ. of Oregon; Bldgs. Consultant, State Dept. of Educ., Salem, Oregon, since 1953.

Williams, Nile G., B.A.'43, Col. of Idaho; M.Ed.'53, Univ. of Oregon; Prin. of Eagle Valley Union H. S. 2, Richland, Oregon, since 1953.

*Winslow, Marion B., B.A.'27, Pacific Col.; M.A.'34, Univ. of Wash.; Supt. of Sch., Coos Bay, Oregon, since 1934.

Zeran, Franklin R., B.A.'30, M.A.'32, Ph.D. '37, Univ. of Wis.; Dean, Sch. of Educ., since 1947, and Dir. of Summer Sessions, Oregon State Col., Corvallis, Oregon.

INSTITUTIONAL MEMBERS

Oregon Col. of Educ., Library, Monmouth, Oregon.

Oregon State Library, Salem, Oregon.

Univ. of Oregon, Library, Eugene, Oregon.

PENNSYLVANIA

Abbott, E. Carlton, Ph.B.'26, Vt. Univ. and State Agrl. Col.; M.A.'33, Columbia Univ.; Ph.D.'43, Univ. of Pa.; Dist. Supt. of Sch., Lansdowne, Pa., since 1947.

Abernethy, Robert R., B.S.'21, Muhlenberg Col.; A.M.'23, Univ. of Pa.; Ed.D.'40, New York Univ.; Supt., Haverford Twp. Sch. Dist., Brookline, Havertown, Pa., since 1942.

Ableson, Eula M., B.Ped.'08, Alma Col.; Prof. of Educ., Beaver Col., Jenkintown, Pa., since 1918.

Ackley, Clarence E., A.B.'10, M.A.'13, Oberlin Col.; Ph.D.'33, Univ. of Pittsburgh; Pres., Clarence E. Ackley and Assoc., Specialists in Educ. Research, Camp Hill, Pa.

Adams, Norman E., B.S.'30, Grove City; M.Ed.'41, Univ. of Pittsburgh; Supt. of Etna Boro Pub. Sch., Pittsburgh, Pa., since 1951.

Adams, Robert L., B.S.'33, Pa. State Tchrs. Col., Millersville; M.Ed.'37, Duke Univ.; Supvg. Prin. of West Lampeter Twp. Sch., Lampeter, Pa., since 1943.

Addleman, A. N., B.S.'32, M.A.'37, M.Ed. '38, Ed.D.'40, Univ. of Pittsburgh; Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1948.

*Ade, Lester Kelly, B.A.'21, LL.D.'35, Bucknell Univ.; M.A.'24, Yale Univ.; Ph.D.'31, N. Y. Univ.; Litt.D.'36, Temple Univ.; L.H.D.'38, Beaver Col. Address: 621 Market St., Williamsport, Pa.

Allard, J. Arnold, B.S.'20, Pa. State Col.; M.A.'34, D.Ed.'45, Univ. of Pittsburgh; Supvg. Prin. of Moon Twp. Sch., Coraopolis, Pa., since 1928.

Amalong, Raymond H., B.S.'35, Pa. State Col.; M.Ed.'44, Univ. of Pittsburgh; Assoc. Dir., Univ. Placement Serv. in chg. of Tchr. Placement, Pa. State Univ., State College, Pa., since 1954.

Ammerman, Homer B., B.S. in Ed.'30, Pa. State Col.; M.S. in Ed.'38, New York Univ.; Wayne Co. Supt. of Sch., Honesdale, Pa., since 1946.

Anderson, Isabel C., B.S. in Ed.'40, Pa. State Tchrs. Col., Indiana; M.Ed.'44, Univ. of Pittsburgh; Dir. of Elem. Instr., Area Jt. Sch. System, Slippery Rock, Pa., since 1953.

Anderson, John D., A.B.'16, Univ. of Rochester, M.A.'30, Ph.D.'41, Univ. of Pittsburgh; Supt. of Sch., Butler, Pa., since 1946.

Angotti, Lewis P., B.S.'35, Pa. State Tchrs. Col., California; M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin. of Sch., Ellsworth, Pa., since 1949.

Annunciata, Sister Mary, R.S.M., Ph.D.'42, Univ. of Notre Dame; Dean, College Misericordia, Dallas, Pa., since 1946.

App, Isaac D., B.S.'05, M.S.'11, Ed.D.'40, Susquehanna Univ.; Dauphin Co. Supt. of Sch., Harrisburg, Pa., 1922-54 (retired).

Arnold, William E., A.B.'21, Ky. Wesleyan Col.; M.A.'27, Columbia Univ.; Ph.D.'32, Ohio State Univ.; Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1935.

Artman, William Edgar, B.S.'33, Pa. State Tchrs. Col., Bloomsburg; M.Ed.'46, Pa. State Col.; Supvg. Prin. of Juniata Valley Sch., Alexandria, Pa., since 1952.

Ashby, Lloyd W., A.B.'26, Hastings Col.; M.A.'35, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Cheltenham Twp. Sch., Elkins Park, Pa., since 1954.

Asper, William W., A.B.'37, Lafayette Col.; M.Ed.'42, Pa. State Col.; Supvg. Prin., Conewago-Forge Hill Jt. Sch., Mt. Wolf, Pa., since 1954.

Auld, John T., M.S.'35, W. Va. Univ.; Supvg. Prin. of Sch., New Holland, Pa., since 1946.

Aurand, O. H., B.S.'21, Susquehanna Univ.; M.A.'32, D.Ed.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lancaster, Pa., since 1954.

Azarias, Brother, F.S.C., A.B.'24, A.M.'27, La Salle Col.; Ed.D.'51, Univ. of Pa.; Head, Dept. of Educ., La Salle Col., Philadelphia, Pa., since 1947.

Bailey, Helen Cheyney, B.S. in Ed.'19, M.S. in Ed.'31, Univ. of Pa.; Assoc. Supt. of Sch. in chg. of Curriculum and Tchr. Educ., Philadelphia, Pa., since 1953.

Baily, Carl S., A.B.'19, Wash. and Jefferson Col.; Supt., Swissdale Sch. Dist., Pittsburgh, Pa., since 1934.

Bair, Medill, B.S.'35, N. J. State Tchrs. Col., Trenton; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Pennsbury Schs., Fallsington, Pa.

Baird, Betty, B.S.'31, Pa. State Tchrs. Col., Lock Haven; M.A.'31, Columbia Univ.; Asst. Co. Supt. of Sch., Lock Haven, Pa., since 1931.

Baker, Albert F., B.S.'29, M.A.'31, Univ. of Pittsburgh; Supvg. Prin. of Upper St. Clair Twp. Sch., Pittsburgh, Pa., since 1929.

Bamberger, Russell Elwood, B.S.'24, M.S. '25, Gettysburg Col.; Supvg. Prin. of Glen-Nor Jr.-Sr. H. S., Glenolden, Pa., since 1945.

Barner, Robert P., A.B.'16, Univ. of Pittsburgh; A.M.'27, Columbia Univ.; Supt. of Sch., Rochester, Pa., since 1934.

Barnett, Ralph E., B.S.'29, Juniata Col.; M.Ed.'35, Pa. State Col.; Asst. Co. Supt. of Sch., Somerset, Pa., since 1942.

Barnhart, Charles J., B.S.'39, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'47, Univ. of Pittsburgh; Dir. of Instr., Pub. Sch., Ellwood City, Pa., since 1954.

Bartholomew, Richard H., A.B.'28, M.Ed.'42, Pa. State Col.; Supt. of Sch., Lewistown, Pa., since 1953.

Battle, Elizabeth G., B.S. in Ed.'26, Marywood Col.; Supt. of Sch., Pittston, Pa., 1938-54. Address: 53 Elizabeth St., Pittston, Pa.

Baugher, Raymond R., A.B.'28, Elizabethtown Col.; A.M.'33, Columbia Univ.; Supvg. Prin., Northern Lehigh Sch., Slatington, Pa., since 1951.

Bazard, Walter S., A.B.'16, Washington and Jefferson Col.; Ed.M.'32, Univ. of Pittsburgh; Prin. of Har-Brack Union H. S., Brackenridge, Pa., since 1947.

Beahm, W. I., B.S.'29, Elizabethtown Col.; M.Ed.'40, Temple Univ.; Supvg. Prin. of Sch., Mount Joy, Pa., since 1946.

Beamer, Henry G., M.A.'32, Univ. of Pittsburgh; Supt. of Sch., East Pittsburgh, Pa., since 1946.

Bean, Harold J., B.S.'26, Univ. of Pa.; Dir. of Curtis Voc. Plan, Curtis Circulation Co., Philadelphia, Pa.

Beattie, Alfred W., B.S.'22, Allegheny Col.; M.A.'24, Ph.D.'31, Univ. of Pittsburgh; Allegheny Co. Supt. of Sch., Pittsburgh, Pa., since 1948.

Beck, Caroline Dorothy T., M.S.'43, Univ. of Pa.; Elem. Sch. Prin., Philadelphia, Pa., since 1950.

Beckett, Verona Elsey, B.S. in Ed.'28, M.S. in Ed.'32, Temple Univ.; Supvg. Prin. of Kane Sch., Germantown, Philadelphia, Pa., since 1927.

Bedison, George V., B.S.'35, Geneva Col.; Ed.M.'40, Univ. of Pittsburgh; Supvg. Prin. of Sch., Leetsdale, Pa., since 1946.

Beierschmitt, Gerald A., A.B.'25, Holy Cross Col.; A.M.'35, Bucknell Univ.; Supt. of Sch., Mt. Carmel, Pa., since 1934.

Bell, J. Ellis, B.S.'22, Westminster Col.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Ellwood City, Pa., since 1938.

Bell, Requa W., A.B.'16, William Jewell Col.; A.M.'26, Univ. of Okla.; Supvg. Prin. of Sch., Jenkintown, Pa., since 1938.

Belles, Robert Zane, B.S.'38, Pa. State Tchrs. Col., Mansfield; M.Ed.'51, Pa. State Col.; Supvg. Prin. of Lake-Noxen Twps. Jt. Schs., Harvey's Lake, Pa., since 1952.

Benfield, Frederick Charles, B.S.'36, Dickinson Col.; M.S. '47, Bucknell Univ.; Supvg. Prin. of Butler Twp. Sch., Drums, Pa., since 1952.

Berger, E. Mae, B.S.'35, Pa. State Tchrs. Col., Bloomsburg; Elem. Sch. Supvr., Steelton, Pa., since 1951.

Berkey, Harry D., B.S.'31, Pa. State Tchrs. Col., Indiana; Ed.M.'38, Univ. of Pittsburgh; Supt. of Sch., Arnold, Pa., since 1950.

Bertin, Eugene P., B.A.'17, Bucknell Univ.; M.A.'25, Harvard Univ.; Asst. Exec. Secy., Pa. State Educ. Assn., Harrisburg, Pa., since 1947.

*Betts, Emmett Albert, B.S.'25, Des Moines Univ.; M.A.'28, Ph.D.'31, State Univ. of Iowa; Dir. of Reading Clinic, Temple Univ., Philadelphia, Pa., 1945-54. Address: 830 Chauncey Rd., Penn Valley, Narberth, Pa.

Biemesderfer, Daniel L., A.B.'21, Franklin and Marshall Col.; M.A.'31, Univ. of Pa.; Litt.D.'43, Muhlenberg Col.; Pres. State Tchrs. Col., Millersville, Pa., since 1943.

Bier, John P., B.S.'29, Grove City Col.; M.Ed.'36, Univ. of Pittsburgh; Supvg. Prin. of Area Sch., Saegertown, Pa., since 1953.

Bingeman, Joseph Wade, B.S. in Ec. '27, Franklin and Marshall Col.; M.A.'34, Columbia Univ.; D.Ed.'44, Temple Univ.; Supvg. Prin. of Sch., Ambler, Pa., since 1953.

Blair, Horace LeRoy, B.S. in Ed.'31, Pa. State Tchrs. Col., Edinboro; M.Ed.'34, Univ. of Pittsburgh; Warren Co. Supt. of Sch., Warren, Pa., 1938-54 (retired).

Blakley, William J., A.B.'29, Westminster Col.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin., West Jefferson Hills Sch., Large, Pa., since 1950.

Blough, Telford B., A.B.'27, Juniata Col.; M.A.'32, Columbia Univ.; Supvg. Prin. of Conemaugh Twp. Jt. Sch., Davidsville, Pa., since 1953.

Bluebaugh, Ralph D., B.A.'40, Washington and Jefferson Col.; Master's '47, Univ. of Pittsburgh; Supvg. Prin. of Chartiers Twp. Sch. Dist., Washington, Pa., since 1947.

*Boehm, Charles H., A.B.'23, Franklin and Marshall Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Ed.D.'49, Rutgers Univ.; Co. Supt. of Sch., Doylestown, Pa., since 1940.

Bohren, Karl, Ed.D.'46, Univ. of Pittsburgh; Supt. of Sch., Clairton, Pa., since 1950.

Bolan, H. S., Supt. of Sch., Lebanon, Pa.

Bolig, Harold L., Supvg. Prin. of Sch., Selingsgrove, Pa.

Bond, Horace Mann, A.B.'23, Lincoln Univ.; A.M.'26, Ph.D.'36, Univ. of Chicago; Pres., Lincoln Univ., Lincoln University, Pa., since 1945.

Bounds, Clyde E., B.S.'19, Washington Col.; M.A.'27, Univ. of Pa.; Supt. of Sch., Windber, Pa., since 1941.

Boyer, Philip A., Ph.D.'20, Univ. of Pa.; Assoc. Supt. of Sch., Philadelphia, Pa. (retired, 1952). Address: The Ballinger Co., 121 N. Broad St., Philadelphia, Pa.

Boyle, Joseph E., A.B.'25, Mt. St. Mary's Col.; M.Ed.'36, Pa. State Col.; Supt. of Sch., Mahanoy City, Pa., since 1942.

Braden, C. B., Supvg. Prin. of West Pike Run Sch., Daisytown, Pa.

Brendlinger, LeRoy R., B.S.'46, Pa. State Tchrs. Col., West Chester; M.S.'49, Univ. of Pa.; Supvg. Prin. of Lower Pottsgrove Twp. Sch. Dist., Sanatoga, Pa., since 1949.

Brenner, Frank E., A.B.'31, Pa. State Col.; M.Ed.'44, Temple Univ.; Asst. Supt. of Co. Sch., Lebanon, Pa., since 1954.

Bretton, Gerald, Asst. Bus. Mgr., Twp. Sch., Abington, Pa.

Brewer, Karl M., B.A.'33, M.Ed.'38, Pa. State Col.; Supt. of Sch., Du Bois, Pa., since 1942.

Brinton, Charles A., B.S.'21, Haverford Col.; M.A.'40, Univ. of Pa.; Supvg. Prin., Clifton Heights, Pa., 1935-50. Address: R.D. 1, Biglerville, Pa.

Broad, Lambert E., A.B.'27, Lehigh Univ.; A.M.'31, Univ. of Pittsburgh; Prin., Mining and Mech. Inst., Freeland, Pa., since 1934.

Brocker, Robert John, Sch. Arch. and Engr., Coulter Bldg., Greensburg, Pa., since 1922.

Brown, Cardin D., B.S.'35, Pa. State Tchrs. Col., Kutztown; M.Ed.'40, Pa. State Col.; Supvg. Prin., Plymouth-Whitemarsh Twp. Sch., Norristown, Pa., since 1944.

Brown, Robert, Supt of Sch. Dist 4, Philadelphia, Pa.

Bruce, David Harry, M.A.'38, Ph.D.'44, Univ. of Pittsburgh; Supt., West Mifflin Boro Sch. Dist., West Mifflin, Pa., since 1944.

Bryan, Charles H., B.S.'34, Pa. State Tchrs. Col., California; B.A.'49, Univ. of W. Va.; Supt. of Sch., Dormont, Pittsburgh, Pa., since 1954.

Bryan, Fred E., B.S.'33, Pa. State Tchrs. Col., California; M.A.'37, Columbia Univ.; D.Ed.'52, Univ. of Pittsburgh; Supt. of Sch., Uniontown, Pa., since 1950.

Buck, Cleon F., B.S.'23, Bucknell Univ.; M.S. in Ed.'33, Univ. of Pa.; Supvg. Prin. of Boro Sch., Parkesburg, Pa., since 1925.

Bulick, Samuel B., B.S.'17, Susquehanna Univ.; Ed.M.'33, Univ. of Pittsburgh; Ph.D.'45, Webster Col.; Supt. of Sch., Greensburg, Pa., since 1941.

Burkard, William E., B.S.'17, M.A.'25, Ph.D., Univ. of Pa.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1951.

Burkhart, J. Paul, A.B.'27, Albright Col.; M.A.'30, Columbia Univ.; Co. Supt. of Sch., Carlisle, Pa., since 1946.

Burkholder, W. Clay, B.S.'35, Juniata Col.; M.Ed.'41, Pa. State Col.; Supt., Mifflin Co. Sch., Lewistown, Pa.

Burton, Frank L., A.B.'20, Westminster Col. (Pa.); M.A.'28, Univ. of Pittsburgh; D.Ped.'45, Westminster Col.; Supt. of Sch., New Castle, Pa., 1942-54 (retired).

Butler, Edward Richard, A.B.'41, West Liberty State Col. (W. Va.); M.Ed.'48, Univ. of Pittsburgh; Supvg. Prin. of Jt. Sch. Dist., Cambridge Springs, Pa., since 1953.

Butterweck, Joseph S., B.S. in Ed.'22, M.A. '24, Univ. of Pa.; Ph.D.'26, Columbia Univ.; Dir., Div. of Sec. Educ., and Prof. of Edu., since 1926, and Acting Dean, Sch. of Educ., Temple Univ., Philadelphia, Pa., since 1953.

Butts, James E., A.B.'20, Juniata Col.; A.M.'25, Columbia Univ.; Blair Co. Supt. of Sch., Hollidaysburg, Pa., since 1942.

Cameron, Donald L., B.A.'33, Juniata Col.; M.Ed.'47, Pa. State Col.; Supvr., Special Educ., Centre Co. Sch., Bellefonte, Pa., since 1953.

Campbell, A. L., B.S.'30, Pa. State Tchrs. Col., Slippery Rock; M.Ed., Univ. of Pittsburgh; Supvg. Prin. of Area Jt. Sch., Apollo, Pa., since 1950.

Campbell, Charles M., A.B.'33, Grove City Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin., Mt. Oliver Sch., Pittsburgh, Pa., since 1951.

Campbell, (Mrs.) Emily Shimer, Dir. of Elem. Educ., Pottsville, Pa., since 1936.

Campion, Joseph William, B.S.'36, Pa. State Tchrs. Col., Kutztown; Supvg. Prin. of Cass Twp. Sch., Heckscherville, Pa., since 1936.

Carey, Elizabeth S., B.S.'39, Univ. of Pa.; Supvg. Prin. of Sch., Norristown, Pa., since 1930.

Carnack, Andrew B., B.S.'30, Pa. State Col.; M.Ed.'37, Univ. of Pittsburgh; Supt. of German Twp. Sch., McClellandtown, Pa., since 1954.

Carr, Colwell W., B.S.'33, M.S.'39, Univ. of Pa.; Supvg. Prin., Rockledge Boro Sch. Dist., Philadelphia, Pa., since 1950.

Carson, Thomas E., Jr., B.S.'31, Bethany Col.; Ed.M.'34, Ph.D.'44, Univ. of Pittsburgh; Supvg. Prin. of North Allegheny Joint Sch., Pittsburgh, Pa., since 1948.

Carter, E. Frank, B.S.'33, Pa. State Tchrs. Col., California; M.A. in Ed.'37, Univ. of Pittsburgh; Supt. of Rostraver Twp. Sch., Belle Vernon, Pa., since 1938.

Carter, R. Glenn, A.B.'32, Pa. State Col.; M.Ed.'38, Univ. of Pittsburgh; Dist. Supt. of Sugarcreek Twp. Sch., Franklin, Pa., since 1948.

Cartwright, John S., A.B.'26, Cornell Univ.; A.M.'40, New York Univ.; Supt. of Sch., Allentown, Pa., since 1950.

Carver, John Stanley, Arch. Design'33, Beaux Arts Inst. of Design (N. Y.); Cert. '41, Univ. of Pa.; Arch., 2112 Spruce St., Philadelphia, Pa., since 1936.

Carvolth, R. T., B.S.'21, M.A.'34, Bucknell Univ.; Supt., Blakely Borough Sch., Peckville, Pa., since 1942.

Cassler, George W., B.S.'20, Susquehanna Univ.; M.S.'31, Pa. State Col.; Asst. Supt., Allegheny Co. Sch., Pittsburgh, Pa., since 1943.

Chaffee, Charles E., B.S.'27, Susquehanna Univ.; A.M.'31, Bucknell Univ.; D.Ed'39, N. Y. Univ.; Supt. of Sch., Bethlehem, Pa., since 1954.

Chandler, Paul G., B.A.'14, Ky. Wesleyan Col.; M.A.'20, Ph.D.'30, Columbia Univ.; Pres., State Tchrs. Col., Clarion, Pa., since 1937.

Chapman, Ernest T., Diploma '11, Ashland Col.; B.S.'28, Univ. of Pittsburgh; Supt. of City Sch., New Kensington, Pa., 1924-54 (retired).

Christman, Paul Snyder, B.S.'19, M.Sc.'21, Ped.D.'50, Franklin and Marshall Col.; Supt. of Sch., Schuylkill Haven, Pa., since 1951.

Chrysostom, Mother Mary, Pres., Rosemont Col., Rosemont, Pa., since 1952.

Church, W. H., Ed.D.'42, Univ. of Pittsburgh; Supt. of Sch., McKees Rocks, Pa.

Clark, A. G., B.S.'28, Muskingum Col.; M.A.'38, Ph.D.'48, Univ. of Pittsburgh; Supvg. Prin. of Avonworth Sch., Ben Avon, Pittsburgh, Pa., since 1946.

Claude, John, Mgr., Sch. Sales, Rockwell Mfg. Co., Pittsburgh, Pa.

Cleland, Donald Lynn, B.S.'31, Westminster Col.; M.Ed.'40, Ph.D.'50, Univ. of Pittsburgh; Dir. of the Reading Lab., and Assoc. Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1950.

Clipman, William Henry, Jr., A.B.'19, Washington and Jefferson Col.; M.A.'27, Bucknell Univ.; Supt. of Sch., Charlerol, Pa., since 1946.

Clugston, Thomas Altor, B.S. in Ed.'48, Pa. State Tchrs. Col., Shippensburg; M.Ed.'51, Western Md. Col.; Supvg. Prin. of Washington Twp. Sch., Waynesboro, Pa., since 1953.

Coates, Robert H., B.S. in Ed.'30, M.S. in Ed.'37, Temple Univ.; Special Asst. to the Dir., Div. of Sch. Extension, Philadelphia, Pa., since 1947.

Cober, John G., B.S. in Ed.'38, Pa. State Tchrs. Col., Indiana; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin. of O'Hara Twp. Sch., Pittsburgh, Pa., since 1947.

Cobley, Herbert F., M.A. in Ed.'47, Lehigh Univ.; Supt. of Sch., Bloomsburg, Pa., since 1952.

Cocklin, Warren H., B.S.'23, Franklin and Marshall Col.; A.M.'31, Univ. of Pa.; Supt., Upper Merion Twp. Sch., King of Prussia, Pa., since 1944.

Cogley, Jesse W., Jr., A.B.'27, Westminster Col. (Pa.); M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Patton, Pa., since 1947.

Cole, John S., Ph.B.'26, Muhlenberg Col.; M.A.'31, N. Y. Univ.; Supvg. Prin. of Palmer Twp. Sch., Easton, Pa., since 1921.

Cole, Ray M., B.S.'20, M.A.'27, Pa. State Col.; Columbia Co. Supt. of Sch., Bloomsburg, Pa., since 1918.

Coleman, Arthur Prudden, B.A.'20, Wesleyan Univ.; M.A.'22, Ph.D.'25, Columbia Univ.; Pres., Alliance Col., Cambridge Springs, Pa., since 1950.

Coleman, Ralph Eugene, B.S.'32, Lebanon Valley Col.; Supvg. Prin. of Boro Sch., Marietta, Pa., since 1947.

Connell, John T., B.S.'19, LL.D.'52, Grove City Col.; A.M.'32, Univ. of Pittsburgh; Co. Supt. of Sch., Butler, Pa., since 1920.

Cooper, Charles Thomas, B.S.'35, Pa. State Tchrs. Col., East Stroudsburg; M.A.'50, Pa. State Col.; Supvg. Prin. of Area Jt. Sch., Nescopeck, Pa., since 1952.

Cooper, E. Newbold, S.B.'21, Haverford Col.; M.A.'25, Univ. of Pa.; Ed.D.'47, Rutgers Univ.; Vicepres., Girard Col., Philadelphia, Pa., since 1949.

Cope, Robert Wellington, B.A.'31, M.S. in Ed.'38, Univ. of Pa.; Supvg. Prin. of Jt. Consol. Sch. Dist., Schwenksville, Pa., since 1953.

Corbett, Thomas E., B.S. in Ed.'31, Pa. State Tchrs. Col., Indiana; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Purchase Line Pub. Sch., Glen Campbell, Pa., since 1953.

Cottrell, Elmer B., B.P.E.'19, M.P.E.'24, Springfield Col.; B.S.'28, Ed.D.36, Univ. of Pittsburgh; Chief, Health and Phys. Educ., State Dept. of Pub. Instr., Harrisburg, Pa., since 1947.

Coulter, Ronald M., B.S.'24, Thiel Col.; M.Ed.'36, Univ. of Pittsburgh; Asst. Supt. of Indiana Co. Sch., Indiana, Pa., since 1950.

Cowan, I. Newton, B.S.'30, Franklin and Marshall Col.; M.E.D.'41, Temple Univ.; Supvg. Prin., Hatfield Jt. Consol. Sch., Hatfield, Pa., since 1951.

Craig, James C., B.S.'33, Carnegie Inst. of Tech.; M.A.'37, Ph.D.'54, Univ. of Pittsburgh; Asst. Supt. of Sch. in chg. of Elem. Educ., McKeesport, Pa., since 1954.

Craig, Sam B., B.A.'23, Litt.D.'51, Centre Col.; M.A.'25, Litt.D.'51, Gallaudet Col.; M.A.'27, George Washington Univ.; Supt., Western Pa. Sch. for the Deaf, Pittsburgh, Pa., since 1946.

Craven, Samuel D., B.S.'35, Univ. of Pa.; M.Ed.'41, Temple Univ.; Supvg. Prin. of Borough Sch. Dist., Folcroft, Pa., since 1949.

Crist, Glenwood Joseph, B.S.'32, Pa. State Tchrs. Col., Mansfield; B.S. in Ed.'41, M.S. in Ed.'42, Bucknell Univ.; Supvg. Prin. of Montgomery-Clinton Joint Sch., Montgomery, Pa., since 1951.

Crouse, Foster C., A.B.'16, Franklin and Marshall Col.; M.A.'37, Univ. of Pittsburgh; Supvg. Prin., Edgewood Pub Sch., Pittsburgh, Pa., since 1952.

Crouthamel, E. Merton, A.B.'14, Juniata Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., Souderton, Pa., since 1922.

Crumbling, C. S., B.S., Albright Col.; M.S., Cornell Univ.; Supt. of Muhlenberg Twp. Sch., Laureldale, Pa., since 1946.

Culler, Ned., B.S.'29, M.Ed.'37, Pa. State Col.; Ed.D.'45, Univ. of Pittsburgh; Supt. of Sch., Connellsville, Pa.

Curran, James Donald, A.B.'27, Univ. of Scranton; M.Ed.'39, Pa. State Col.; Supt. of Sch., Carbondale, Pa., since 1954.

Daldy, A. Cyril, B.A.'22, Oxford Univ., England; Mgr. of Sch. and Col. Serv., Sun Oil Co., Philadelphia, Pa., since 1946.

Dalton, Clyde E., B.S.'35, Pa. State Tchrs. Col., West Chester; A.M.'38, Tchrs. Col., Columbia Univ.; Asst. Delaware Co. Supt. of Sch., Media, Pa., since 1954.

Daum, Henry F., Bus. Mgr., Sch. Dist. of Abington Twp., Abington, Pa.

Davenport, Alethea R., B.S.'34, M.A.'36, Univ. of Pa.; Supvg. Prin., S. A. Douglas Sch., Philadelphia, Pa., since 1951.

Davidson, Edgar O., B.S.'30, Grove City Col.; M.Ed.'40, Temple Univ.; D.Ed.'53, Pa. State Univ.; Asst. Prof. of Extension Educ., Pa. State Univ., State College, Pa., since 1954.

Davidson, Robert L. D., A.B.'31, Dickinson Col.; Ed.M.'37, Ed.D.'47, Temple Univ.; Asst. Dean, Community Col., Temple Univ., Philadelphia, Pa., since 1945.

Davies, Gordon T., B.S.'33, Pa. State Tchrs. Col., Edinboro; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Sch., Johnsonburg, Pa., since 1948.

Davies, Gwilym D., B.A.'34, M. of Ed.'46, Univ. of Pittsburgh; Supvg. Prin., Millersburg Boro Sch., Millersburg, Pa., since 1952.

Davies, Marcus W., B.S.'27, Waynesburg Col.; Ed.M.'36, Univ. of Pittsburgh; Supvg. Prin. of Sch., Corsopolis, Pa., since 1949.

Davis, Clyde M., B.S.'34, M.S.'52, Temple Univ.; Supvg. Prin. of New Hope-Solebury Jt. Sch., New Hope, Pa., since 1942.

Davis, Donald P., B.A.'20, M.A.'30, Ph.D. '35, Univ. of Pittsburgh; Field Rep., U. S. Office of Educ., Main Capitol Bldg., Harrisburg, Pa., since 1945.

Davis, Earle C., B.S.'27, New York Univ.; M.Ed.'33, Univ. of Pittsburgh; Supvg. Prin. of Jt. Sch., North East, Pa., since 1927.

Davis, Robert W., B.S.'43, Pa. State Tchrs. Col., Indiana; M.Ed.'48, Univ. of Pittsburgh; Supvg. Prin. of United Jt. Sch. Dist., Armagh, Pa., since 1953.

*Davis, Ron W., B.A.'47, Reed Col.; M.A. '48, Ed.D.'52, Tchrs. Col., Columbia Univ.; Elem. Admin., Bristol Twp. Sch., Bristol, Pa., since 1954.

Day, E. Paul, Normal Diploma '27, California Normal Sch. (Pa.); B.A.'32, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin. of Peters Twp. Sch., Canonsburg, Pa., since 1945.

Deery, Edward B., B.S. in Elem. Ed.'38, Muskingum Col.; M.S. in Ed.'40, Temple Univ.; Supt. of Sch., Darby, Pa., since 1950.

Delahunty, Kenneth R., A.B.'31, Westminster Col.; M.Ed.'37, Penn State Col.; Supvg. Prin., Hickory Twp. Sch. Dist., Sharon, Pa., since 1952.

Dell, Homer W., B.A.'30, Juniata Col.; M.S.'37, Pa. State Col.; Asst. Supt. of Huntingdon Co. Sch., Huntingdon, Pa., since 1946.

Denniston, A. Bruce, B.S.'25, M.A.'28, Ed. D.'42, Univ. of Pittsburgh; Supt. of Sch., Altoona, Pa., since 1950.

Derr, LaRue Charles, M.Ed.'42, Temple Univ.; Asst. Supt., Steelton-Highspire Schs., Steelton, Pa., since 1954.

Dessenberger, Vernon H. W., Ed.M.'40, Temple Univ.; Supvg. Prin. of Sch., Sharon Hill, Pa., since 1949.

Diehl, Fred W., M.S. in Ed.'35, Bucknell Univ.; Montour Co. Supt. of Sch., Danville, Pa., since 1918.

Dieruff, Louis E., Ph.B.'29, Muhlenberg Col.; Secy., Bus. Mgr., Pub. Sch., Allentown, Pa., since 1948.

Dimmick, Earl A., A.B.'16, Albright Col.; M.A.'25, Ed.D.'37, Univ. of Pittsburgh; LL.D.'46, Albright Col.; LL.D.'48, Univ. of Pittsburgh; Supt. of Sch., Pittsburgh, Pa., since 1945.

Dolbear, Frank T., M.Ed.'32, Pa. State Col.; Supvg. Prin. of Jt. Sch., Tunkhannock, Pa., since 1935.

Donaldson, W. H., M.Ed.'38, Univ. of Pittsburgh; Co. Supt. of Sch., Washington, Pa., since 1946.

Donato, Robert V., B.A.'38, Pa. State Col.; M.S.'45, Univ. of Pa.; Supt. of Ridley Twp. Sch. Dist., Folsom, Pa., since 1950.

Douglas, Lawrence M., B.S.'29, Geneva Col.; M.A.'33, D.Ed.'50, Univ. of Pittsburgh; Supt. of Area Jt. Sch., Corry, Pa., since 1950.

Downie, James T., B.A.'23, Muskingum Col.; M.Ed.'34, Univ. of Pittsburgh; Supt. of Sch., Punxsutawney, Pa., since 1936.

Duckrey, James Henry, A.B.'23, Univ. of Pa.; M.S.'27, Ed.D.'39, Temple Univ.; Pres., Cheyney State Tchrs. Col., Cheyney, Pa., since 1951.

Dugan, John E., A.B.'26, A.M.'29, Princeton Univ.; Ed.D.'32, Rutgers Univ.; Head, Dept. of Educ., Beaver Col., Jenkintown, Pa., since 1946.

Dumbauld, George W., M.A.'38, Tchrs. Col., Columbia Univ.; A.B.'29, Susquehanna Univ.; Asst. Fayette Co. Supt. of Sch., Uniontown, Pa., since 1938.

Dunkelberger, Paul C., B.S.'39, M.S.'50, Pa. State Col.; M.A.'48, Lehigh Univ.; Supvg. Prin. of Sch., Kutztown, Pa., since 1951.

Dunmire, Burt, B.A.'41, Thiel Col.; Ed.M. '47, Ph.D.'54, Univ. of Pittsburgh; Supt. of Kittanning Union Sch. Dist., Kittanning, Pa., since 1952.

Dunn, Mary, D.Ed.'51, Univ. of Pittsburgh; Coordinator of Elem. Educ., City Sch., Uniontown, Pa., since 1951.

Dunnan, Donald W., B.S.'33, Univ. of N. H.; M.Ed.'40, Boston Univ.; D.Ed.'51, Harvard Univ.; Supt. of Sch., Meadville, Pa., since 1934.

Earley, Francis Aloysius, B.S.'27, St. Bonaventure Col.; M.A.'37, Bucknell Univ.; Supt. of Sch., Pittston, Pa., since 1934.

Eberhart, Guy F., B.S.'36, W. Va. Univ.; M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Sch., Somerset, Pa., since 1951.

Ebert, Stanley Faulkner, B.S. in Ec.'30, Duquesne Univ.; Supt. Diploma '36, Université de Nancy (France); M.A. '42, Univ. of Pa.; Dean of Schs., Acad. of the New Church, Bryn Athyn, Pa., since 1950.

*Eck, Lee, A.B.'26, Albright Col.; M.S.'31; Lebanon Valley Col.; Supvg. Prin. of Sch., Richland, Pa., since 1926.

Eckles, Port, A.M.'24, Univ. of Pittsburgh; Supt. of Sch., Homestead, Pa., 1922-54 (retired).

Eichler, George A., A.B.'14, Muhlenberg Col.; M.A.'28, Ed.D.'34, Pa. State Col.; Supt. of Sch., Northampton, Pa., since 1930.

Ellenberger, Charles Walter, B.S.'28, Juniata Col.; M.A.'32, Columbia Univ.; Supvg. Prin. of Area Sch., Edinboro, Pa., since 1936.

Elliott, Alvin W., B.S. in Ed.'34, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'43, Univ. of Pittsburgh; Supvg. Prin. of Center Twp. Sch., Monaca, Pa., since 1939.

Emerich, David J., B.S.'32, Pa. State Tchrs. Col., Millersville; Ed.M.'48, Temple Univ.; Supvg. Prin. of Sch., Hummelstown, Pa., since 1950.

Emery, Charles P., M.A.'41, Univ. of Pa.; Supvg. Prin. of Sch., Downington, Pa., since 1946.

Engle, Carl R., B.S.'36, Pa. State Tchrs. Col., Kutztown; M.S.'47, Univ. of Pa.; Supvg. Prin. of Boro Sch., Upland, Pa., since 1949.

Engle, Fred S., B.S.'33, Springfield Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin., Twp. Sch. Dist., Lancaster, Pa., since 1951.

English, O. H., B.S. in Ed.'29, M.A.'35, D.Ed.'41, Univ. of Pittsburgh; Supt. of Twp. Sch., Abington, Pa., since 1950.

Engeman, G. Evan, A.B.'18, Allegheny Col.; M.Sc.'21, Pa. State Col.; Supt. of City Sch., Tarentum, Pa., since 1942.

Erdly, Calvin V., B.S.'20, Ed.D.'43, Susquehanna Univ.; M.S.'23, Pa. State Col.; Sch. Consultant, Hunter, Caldwell and Campbell, Altoona, Pa., since 1953.

Eshelman, Arthur W., B.S.'27, Elizabethtown Col.; M.A.'32, Columbia Univ.; Supvg. Prin. of Twp. Sch., Paradise, Pa., since 1933.

Eshelman, Walter W., A.B.'30, Elizabethtown Col.; LL.B.'31, Blackstone Inst.; A.M.'35, Columbia Univ.; Ed.D.'41, New York Univ.; Supvg. Prin. of Upper Dublin Twp. Sch., Ft. Washington, Pa., since 1943.

Eshleed, Karl William, B.S.'21, Gettysburg Col.; M.Ed.'40, Univ. of Pittsburgh; Asst. Supt. of Cumberland Co. Sch., Carlisle, Pa., since 1952.

Evans, William C., A.B.'18, Lebanon Valley Col.; Ed.M.'41, Univ. of Pittsburgh; Supvg. Prin. of Sch., Dillsburg, Pa., since 1947.

Faust, Beaver S., A.B.'29, Susquehanna Univ.; A.M.'39, Univ. of Pittsburgh; Juniata Co. Supt. of Sch., Mifflintown, Pa.

Faust, J. Frank, B.Sc.'15, Susquehanna Univ.; M.A.'28, Columbia Univ.; Ed.D.'35, Pa. State Col.; Supt. of Sch., Chambersburg, Pa., since 1940.

Felt, Christian Franz, B.S. in Ed.'32, Pa. State Tchrs. Col., Lock Haven; M. in Ed.'41, Pa. State Univ.; Asst. Supt. of McKean Co. Sch., Smethport, Pa., since 1946.

Felker, Arthur M., Supt. of Snyder Co. Sch., Middleburg, Pa.

Ferguson, Arthur W., B.S.'12, Univ. of Pa.; A.M.'20, Lafayette Col.; Ph.D.'24, Univ. of Pa.; Supt. of Sch., York, Pa., since 1930.

Ferguson, Robert G., A.B.'32, Pa. State Col.; A.M.'48, Univ. of Pa.; Dir. of Educ., Devereux Sch., Devon, Pa., since 1949.

Fink, Lyall J., '25, Pa. State Tchrs. Col., Millersville; B.S.'34, Lebanon Valley Col.; M.S. in Ed.'38, Univ. of Pa.; Ed.D.'49, Temple Univ.; Supt. of Dauphin Co. Sch., Harrisburg, Pa., since 1954.

First, William H., B.S.'30, Allegheny Col.; M.S.'38, Univ. of Chicago; Ed.D.'53, Univ. of Pittsburgh; Supvg. Prin. of Sch., California, Pa., since 1940.

Fisher, Marshall A., M.Ed.'40, Univ. of Pittsburgh; Supt. of Sch., Titusville, Pa., since 1947.

Fitch, George E., B.S.'35, Juniata Col.; M.A.'44, W. Va. Univ.; D.Ed.'53, Pa. State Col.; Supvg. Prin. of Sch., Athens, Pa., since 1953.

Flaherty, Thomas J., B.Ed.'41, Duquesne Univ.; M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin., North Versailles Twp. Sch., McKeesport, Pa., since 1950.

Flanagan, John C., B.S.'29, M.A.'32, Univ. of Wash.; Ph.D.'34, Harvard Univ.; Prof. of Psych., Univ. of Pittsburgh, since 1946, and Dir. of Research, American Inst. for Research, Pittsburgh, Pa., since 1947.

Flannery, Anthony J., B.S.'37, M.S. in Ed.'41, Bucknell Univ.; Supt., West Mahanoy Twp. Sch., Shenandoah, Pa., since 1952.

Flegal, Edwin J., A.B.'33, Juniata Col.; M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin., Joint Sch., Portage, Pa., since 1948.

Ford, Thomas H., Ph.B.'14, Dickinson Col.; A.M.'21, Univ. of Pa.; Litt.D.'30, Albright Col.; Supt. of Sch., Reading, Pa., since 1933.

Fowler, Burton P., A.B.'37, Syracuse Univ.; A.M.'39, Tchrs. Col., Columbia Univ.; Ped.D.'50, Syracuse Univ.; Prin., Germantown Friends Sch., Germantown, Philadelphia, Pa., since 1941.

Francis, Thomas, B.S.'28, Pa. State Univ.; M.S.'32, Columbia Univ.; Lackawanna Co. Supt. of Sch., Scranton, Pa., 1926-54 (retired).

Franco-Ferreira, (Mrs.) Marion A., M.A.'34, Northwestern Univ.; Prin. of Boro Sch., Doylestown, Pa., since 1952.

Frankenfield, Calvin S., B.S.'26, Ursinus Col.; M.A.'32, Columbia Univ.; Assoc. Supt., Parkland Union Sch. Dist., Orefield, Pa., since 1952.

Frankenfield, Clyde S., Ph.B.'17, Muhlenberg Col.; M.A.'21, Columbia Univ.; Supvg. Prin. of Pub. Sch., Catasauqua, Pa., since 1930.

Frantz, George E., B.S.'35, Pa. State Tchrs. Col., Kutztown; M.A.'48, Lehigh Univ.; Acting Prin., Raub Jr. H. S., Allentown, Pa., since 1953.

Frate, Floyd C., B.S.'27, M.Ed.'30, Univ. of Pa.; Supt. of Sch., Bradford, Pa., since 1936.

Friedmann, Karl E., B.S.'25, Dartmouth Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Dir. of Sec. Educ., Girard Col., Philadelphia, Pa., since 1953.

Fritz, J. Elias, B.S.'31, Franklin and Marshall Col.; Supvg. Prin. of East Lampeter Twp. Sch., Lancaster, Pa., since 1948.

Fromuth, Carl L., B.S. in Ed.'23, M.Ed.'37, Temple Univ.; Supt. of Dist. 1 Schs., Philadelphia, Pa., since 1952.

Fruth, Jacob Richard, A.B.'32, Geneva Col.; M.A.'41, Duke Univ.; Ed.D.'54, Univ. of Pittsburgh; Supvg. Prin. of Freedom-New Sewickley Joint Sch., Freedom, Pa., since 1953.

Frye, William C., Jr., B.S.Ed.'39, Pa. State Tchrs. Col., California; M.Ed.'51, Univ. of Pittsburgh; Supvg. Prin. of Vernon Twp. Sch., Meadville, Pa., since 1952.

Fryer, Wilmer R., A.B.'26, Pa. State Col.; M.Ed.'40, Temple Univ.; Supvg. Prin. of Sch., Eddystone, Pa., since 1952.

Fullerton, Theo W., B.S. in Ed.'33, Pa. State Tchrs. Col., Indiana; M.Ed.'38, Pa. State Col.; Assoc. Supt. of Sch., Hempfield Area Jt. Sch., Greensburg, Pa., since 1952.

Gable, Martha A., Ed.B.'29, Ind. Univ.; Ed.M.'35, Temple Univ.; Asst. Dir., Sch.-Community Relations, Bd. of Educ., Philadelphia, Pa., since 1949.

Gallagher, Joseph D., A.B.'26, Univ. of Pa.; M.A.'37, New York Univ.; Supt. of Hazle Twp. Sch., Hazleton, Pa., since 1938.

Gallaschun, G. F., Supt. of Sch., Rankin, Pa., since 1949.

Gannon, Max Pershing, B.S.'40, Pa. State Tchrs. Col., Mansfield; M.S.'47, Bucknell Univ.; Supvg. Prin. of Wyalusing Valley Jt. Sch., Wyalusing, Pa., since 1951.

Gerber, Lee O., B.S.'20, Ill. Wesleyan Univ.; M.S.'26, Univ. of Ill.; Ph.D.'32, Univ. of Chicago; Assoc. Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1949.

Gerber, Pauline M., B.S.'43, M.S.'45, Univ. of Pa.; Supvr. of Special Educ., Cumberland Co. Sch., Carlisle, Pa., since 1948.

Gewat, Louis J., A.B.'33, M.A.'36, Bucknell Univ.; Supvg. Prin., Plymouth Twp. Sch., West Nanticoke, Pa., since 1947.

German, Harvey E., B.S.'16, Cornell Univ.; M.A.'33, Columbia Univ.; D.Sc. in Ed.'53, Temple Univ.; Exec. Sec'y., Pa. State Educ. Assn., Harrisburg, Pa., since 1939.

Gehman, A. L., A.B.'09, Franklin and Marshall Col.; A.M.'18, Tchrs. Col., Columbia Univ.; Supt., Springfield Twp. Sch., Chestnut Hill, Philadelphia, Pa., 1922-53 (retired). Address: 314 Forest Ave., Ambler, Pa.

Gehring, C. H., B.A.'39, Moravian Col.; M.A.'50, Lehigh Univ.; Prin., Fountain Hill Jr. H. S., Bethlehem, Pa., since 1947.

Geiges, Ellwood A., B.S.'16, M.S.'23, Temple Univ.; Ed.D.'45, Columbia Univ. and Temple Univ.; Supt. of Sch., Norristown, Pa., since 1945.

Geiele, Ralph C., A.B.'35, Susquehanna Univ.; M.A.'40, Columbia Univ.; Ed.D.'50, George Washington Univ.; Supt. of Sch., Oakmont, Pa., since 1953.

Geiss, Newton W., A.B.'15, Muhlenberg Col.; A.M.'23, Univ. of Pa.; Berks Co. Supt. of Sch., Reading, Pa., since 1946.

Gemmill, Charles W., A.B.'18, Lebanon Valley Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., New Cumberland, Pa., since 1927.

Gerheim, Mearl F., B.A.'30, M.A.'31, Pa. State Col.; Supt. of North Huntingdon Twp. Sch., Irwin, Pa., since 1954.

Gerlach, H. K., B.S.'33, Elizabethtown Col.; M.S. in Ed. Adm.'38, Univ. of Pa.; Supvg. Prin., Southern Lancaster Co. Joint Sch., Quarryville, Pa., since 1951.

Gernert, Eugene B., A.B.'20, Franklin and Marshall Col.; M.A.'22, Univ. of Pa.; Prin. of Sr. H. S., Abington, Pa., since 1934.

Getts, Paul Robert, B.S.'33, M.Ed.'38, Pa. State Col.; Supvg. Prin. of Brokenstraw Valley Jt. Sch., Youngsville, Pa., since 1940.

Getty, R. F., B.S.'21, Susquehanna Univ.; M.Ed.'35, Pa. State Col.; Supt. of Sch., Huntingdon, Pa., since 1949.

Gilland, Thomas M., A.B.'09, Ursinus Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Ph.D.'35, Univ. of Chicago; Dir. of Student Tchg. and Placement, State Tchrs. Col., California, Pa., since 1931.

Gilmore, John Wilson, M.S.'49, Univ. of Pa.; Prin. of Kenderton Sch., Philadelphia, Pa.

Glasser, Robert J., M.Ed.'52, Pa. State Col.; Supvg. Prin. Warriors Mark-Franklin Sch., Warriors Mark, Pa., since 1952.

Glenn, Myrtle Ottillia, B.S.'40, M.S.'44, Univ. of Pa.; Prin. of Alexander Wilson Sch., Philadelphia, Pa., since 1952.

Gockley, Clarence M., Diploma '17, Pa. State Tchrs. Col., West Chester; B.S.'30, Muhlenberg Col.; M.A.'40, Lehigh Univ.; Supt. of Whitehall Twp. Sch., Hokendauqua, Pa., since 1938.

Gray, James F., B.S.'48, Mass. State Tchrs. Col., Fitchburg; M.Ed.'50, Boston Univ.; Asst. Prof. of Educ. and Dir. of Lab. Sch., Univ. of Pittsburgh, Pittsburgh, Pa. since 1953.

Graybe, M. Alice, Diploma '28, Keystone State Normal Sch. (Pa.); B.S.'32, Univ. of Pa.; Supvg. Prin. of Sch., Schwenksville, Pa., 1951-53 (retired). Address: 1323 Main St., Collegeville, Pa.

Green, Arthur F., M.A.'34, Univ. of Pittsburgh; Supvg. Prin. of East Huntingdon Twp. Sch., Alverton, Pa., since 1937.

Greenawalt, E. Guy, A.B.'18, Franklin and Marshall Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Ed.D.'37, Pa. State Col.; Supvg. Prin., James Buchanan Joint Sch. System, Mercersburg, Pa., since 1951.

Griffin, Lawrence A., B.S. in Ed.'34, Duquesne Univ.; M.Ed.'40, D.Ed.'54, Univ. of Pittsburgh; Assoc. Prof. of Educ., Duquesne Univ., Pittsburgh, Pa., since 1950.

Griffith, Edward D., A.B.'18, Lafayette Col.; M.A.'31, Univ. of Pa.; Kanawha Mgr., Lyons and Carnahan, Wilkes-Barre, Pa., since 1943.

Griffith, Harold T., B.S.'29, Pa. State Tchrs. Col., Millersville; M.Ed.'34, Ed.D.'48, Pa. State Col.; Supt. of Sch., Scranton, Pa., since 1950.

Grim, Clair E., B.S. in Ed.'47, Pa. State Tchrs. Col., Millersville; M.Ed.'49, Western Md. Col.; Elem. Supvr. and Prin., Southern Jt. Sch. Dist., Glen Rock, Pa., since 1953.

Grim, Paul H., B.S.'27, Albright Col.; Supvg. Prin., North Coventry Twp. Sch. Dist., Pottstown, Pa., since 1945.

Grizzell, E. Duncan, B.A.'15, Yale Univ.; M.A.'19, Ph.D.'22, Univ. of Pa.; Dean, Sch. of Educ., since 1948, and Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1929.

Grosser, Earl F., B.S. in Ed.'32, Pa. State Tchrs. Col., East Stroudsburg; M.A.'42, N. Y. Univ.; Dist. Supt. of Sch., Stroudsburg, Pa., since 1950.

Gross, C. Herman, B.S.'16, Ped.D.'40, W. Va. Wesleyan Col.; A.M.'27, Ph.D.'40, Univ. of Pittsburgh; LL.D.'50, Allegheny Col.; Pres., State Tchrs. Col., California, Pa., since 1952.

Grover, Arlton G., B.S.'31, M.E.'45, Univ. of Pittsburgh; Supvg. Prin., Harmony Twp. Sch., Dist., Ambridge, Pa., since 1950.

Grumbling, H. Virgil, B.S.'30, Pa. State Tchrs. Col., Indiana; M.A.'38, Univ. of Pittsburgh; Ped.D.'51, Waynesburg Col.; Supt. of Sch., Oil City, Pa., since 1946.

Grundy, Arthur J., B.S.'33, Pa. State Tchrs. Col., Indiana; Lit.M.'37, Univ. of Pittsburgh; Supvg. Prin. of Benjamin Franklin Jt. Sch., Indiana, Pa., since 1954.

Gruver, E. M., B.S.'24, Gettysburg Col.; M.Ed.'39, Temple Univ.; Supvg. Prin. of Conewago Joint Sch. System, East Berlin, Pa., since 1948.

Guerrier, Joseph A., B.S. in Ec.'29, M.E.'36, Duquesne Univ.; Supvg. Prin. of Harr-Brack Jt. Sch. Dist., Natrona, Pa., since 1946.

Gustin, Seth, A.B.'27, Susquehanna Univ.; M.A.'34, Columbia Univ.; Supvg. Prin., Jt. Consol. Sch., Mercer, Pa., since 1948.

Haas, Francis B., B.S.'13, Temple Univ.; M.A.'22, Univ. of Pa.; Ed.D.'25, Temple Univ.; L.L.D.'34, Juniata Col.; Litt.D. '39, Bucknell Univ.; LL.D.'42, Univ. of Pittsburgh; State Supt. of Pub. Instr., Harrisburg, Pa., since 1939.

Haas, Frederick P., B.S.'49, Temple Univ.; Prin., Elem. Sch., Norwood, Pa.

Hackenberg, J. L., A.B.'20, Susquehanna Univ.; A.M.'29, Pa. State Col.; Supt. of Sch., Shamokin, Pa., since 1946.

Hackman, Arthur A., B.S.'31, Pa. State Tchrs. Col., Millersville; M.A.'37, Columbia Univ.; Supvg. Prin. of Hempfield Joint Sch., Landisville, Pa., since 1937.

Hagel, Edward A., B.S.'31, Pa. State Tchrs. Col., West Chester; M.Ed.'41, Temple Univ.; Supvg. Prin. of West Goshen Twp. Sch., West Chester, Pa., since 1951.

Hahn, Willard S., B.S. in Arch.'32, Pa. State Col.; Partner, Wolf & Hahn, Archts., Allentown, Pa., since 1945.

Halderman, J. Leonard, B.S.'22, Pa. State Col.; M.S.'32, Univ. of Pa.; Doctor's '45, Temple Univ.; Dist. Supt. of Springfield Twp. Sch., Del. Co., Springfield, Pa., since 1952.

Hallman, Mildred B., Prin., Franconia Consol. Sch., Souderton, Pa.

Hammer, Eugene L., B.S.'43, Wheaton Col.; M.A.'48, Northwestern Univ.; Prof. of Educ., Wilkes Col., Wilkes-Barre, Pa., since 1953.

Handwork, Cora Lacey, Ph.B.'14, Dickinson Col.; M.S.'37, Univ. of Pa.; Supvg. Prin. of Sch., Birdsboro, Pa., since 1933.

Hanley, William M., B.S.'36, Pa. State Tchrs. Col., California; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin., Albert Gallatin Jt. Sch. System, Point Marion, Pa., since 1951.

Hare, H. Frank, B.S. in Ed.'24, M.S. in Ed.'34, Univ. of Pittsburgh; Sc.D. in Ed.(Hon.)'44, Gettysburg Col.; Supt. of Sch., Phoenixville, Pa.

Haring, Roy J., B.S. in Ed.'29, Pa. State Tchrs. Col., Bloomsburg; M.A.'37, N. Y. Univ.; D.Ed.'53, Pa. State Univ.; Dir., Pa. CPEA, State Dept. of Pub. Instr., Harrisburg, Pa., since 1953.

Harman, Allen C., B.A.'26, Ursinus Col.; Ed.M.'34, Temple Univ.; Ph.D.'47, Univ. of Pa.; Asst. Supt., Montgomery Co. Sch., Willow Grove, Pa., since 1941.

Harriger, Guy N., B.S.'35, Pa. State Tchrs. Col., Clarion; Litt.M.'37, Ed.D.'47, Univ. of Pittsburgh; Asst. Supt. of Sch., Butler, Pa., since 1954.

Hart, John Grover, B.S.'36, Pa. State Tchrs. Col., West Chester; M.Ed.'53, Temple Univ.; Prin. of East Donegal Twp. H. S., Maytown, Pa., since 1953.

Hartman, Joseph A., B.S.'26, Grove City Col.; A.M.'37, Ph.D.'49, Univ. of Pittsburgh; Supt. of Sch., Greenville, Pa., since 1950.

Hartz, Robert E., A.B.'16, Lebanon Valley Col.; Supvg. Prin. of Sch., Palmyra, Pa., since 1927.

Harvey, Randolph B., A.B.'31, Susquehanna Univ.; M.A.'33, N. Y. Univ.; Supvg. Prin. of Boro Sch., Coaldale, Pa., since 1939.

Haubert, John R., B.S.'32, Pa. State Tchrs. Col., Indiana; Ed.M.'37, Pa. State Col.; Ed.D.'51, Temple Univ.; City Supt. of Sch., Franklin, Pa., since 1953.

Havlick, Johanna K., B.S.'40, Pa. State Tchrs. Col., West Chester; M.Ed.'45, Temple Univ.; Elem. Prin. of Consol. Sch., Kennett Square, Pa., since 1952.

Hayes, Lynn, M.A.'43, New York Univ.; Supvg. Prin. of Ingram Pub. Sch., Pittsburgh, Pa., since 1948.

Heaton, Kenneth L., A.B.'24, Ind. Univ.; A.M.'26, Boston Univ.; Ph.D.'31, Univ. of Chicago; Richardson, Bellows, Henry and Co., Inc., Philadelphia, Pa.

Heckman, Oliver S., B.A.'22, Lebanon Valley Col.; M.A.'26, Univ. of Ill.; Ph.D.'39, Duke Univ.; Supvg. Prin., Neshaminy Sch., Langhorne, Pa.

Hedge, John W., Supt. of Sch., Bethlehem, Pa., until 1954 (retired).

Heebner, Ernest A., A.B.'25, Ursinus Col.; A.M.'30, Univ. of Pa.; Supvg. Prin. of Sch., Worcester, Pa., since 1925.

Heil, Harry G., B.A.'30, Pa. State Col.; Supvg. Prin. of Jt. Sch. Dist., Curwensville, Pa., since 1947.

Helmlinger, John D., B.A.'21, Allegheny Col.; Elem. Supvr., Stowe Twp. Pub. Sch., McKees Rocks, Pa., since 1949.

Hendricks, Howard L., B.S.'35, Pa. State Tchrs. Col., Mansfield; M.S.'41, Bucknell Univ.; Supvg. Prin. of Governor Mifflin Jt. Sch., Shillington, Pa., since 1952.

Henry, Albert L., B.S.'33, Pa. State Tchrs. Col., Clarion; M.Ed.'37, Pa. State Col.; Supvg. Prin. of Twp. Sch., Bradford, Pa., since 1948.

Henshaw, J. Harry, B.S.'22, Grove City Col.; M.S.'32, M.S. in Ed.'33, Pa. State Col.; Supt. of Sch., Hollidaysburg, Pa., since 1946.

Herbein, William B., Ph.B.'27, Muhlenberg Col.; M.A.'33, Univ. of Pa.; Asst. Berks Co. Supt. of Sch., Topton, Pa., since 1946.

Herlinger, Fred W., B.S.'38, M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin., Jt. Area Sch. Dist., Townville, Pa., since 1954.

Hervey, E. Frances, Pres., Phila. Tchrs. Assn., Philadelphia, Pa.

Herzog, Webster Carl, A.B.'23, Dickinson Col.; A.M.'31, Univ. of Pa.; Asst. Supt., Chester Co. Sch., West Chester, Pa., since 1934.

Hess, Clarence E., A.B.'32, Pa. State Col.; M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin., Redstone Twp. Sch., Republic, Pa., since 1934.

Hess, Glenn C., B.S. in Ed.'37, Pa. State Tchrs. Col., Indiana; Ed.M.39, Ed.D.'49, Univ. of Pittsburgh; Supvg. Prin. of Richland Twp. Sch. Dist., Johnstown, Pa., since 1946.

Hess, John H., Supvg. Prin., Twp. Sch., Ligonier, Pa.

Hetra, John, A.B.'26, Westminster Col.; M.Ed.'39, Univ. of Pittsburgh; Supt. of Sch., Farrell, Pa., since 1946.

Hibschman, John A., B.Sc.'25, Franklin and Marshall Col.; Asst. Supvg. Prin. of Mt. Penn-Lower Alsace Jt. Sch. Dist., Reading, Pa., since 1953.

Hickes, Roy M., B.S.'29, Pa. State Tchrs. Col., Indiana; M.Ed.'34, Pa. State Col.; Ed.D.'51, Univ. of Pittsburgh; Supt. of Sch., Carnegie, Pa., since 1951.

Hickey, John M., B.S.'34, Pa. State Tchrs. Col., Edinboro; Ed.M.'38, Ph.D.'45, Univ. of Pittsburgh; Supt. of Sch., Erie, Pa., since 1950.

Hill, Leslie P., A.B.'03, M.A.'04, Harvard Univ.; Pres. Emeritus, Cheyney State Tchrs. Col., Cheyney, Pa. Address: 46 Lincoln Ave., Yeadon, Pa.

Hinkle, Thomas L., Ph.B.'33, Muhlenberg Col.; M.S.'38, Bucknell Univ.; Supt. of Sch., Hazleton, Pa., since 1939.

Hoch, Reagan I., A.B.'20, Franklin and Marshall Col.; A.M.'27, Bucknell Univ.; Prin., Sr. H. S., Lock Haven, Pa., since 1929.

Hoelzle, Norman F., B.S.'23, Westminster Col.; M.Ed.'41, Duquesne Univ.; Asst. Supt. of Penn Twp. Sch., Pittsburgh, Pa., since 1933.

Hoke, Franklin L., Supvg. Prin. of Lower Moreland Twp. Sch., Huntingdon Valley, Pa.

Holliday, John R., B.S.'35, Pa. State Tchrs. Col., California; M.Ed.,'40, Univ. of Pittsburgh; Supvg. Prin. of Jt. Sch., Conneaut Lake, Pa., since 1949.

Holt, Alfred S., B.Ed.'29, Keene Tchrs. Col. (N.H.); M.Ed.'39, Pa. State Col.; Prin., Pub. Serv. Inst., Dept. of Pub. Instr., Harrisburg, Pa., since 1943.

Hood, Miller C., B.S.'41, Pa. State Tchrs. Col., Indiana; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin. of Everett Southern Joint Sch., Everett, Pa., since 1950.

Hooker, Clifford P., Ed.D.'53, Ind. Univ.; Prof. of Educ. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1953.

Horsman, Ralph D., B.S.'29, M.Ed.'34, Ph.D.'40, Univ. of Pittsburgh; Dist. Supt. of Sch., Mt. Lebanon, Pittsburgh, Pa., since 1946.

Houk, Dale W., A.B.'24, Park Col.; M.A.'33, Ed.D.'40, Univ. of Pittsburgh; Pres., State Tchrs. Col., Slippery Rock, Pa., since 1946.

Houseal, George M., B.S.'35, Pa. State Tchrs. Col., Millersville; M.S.'41, Temple Univ.; Prin., Harrison Jr. H. S., Lebanon, Pa., since 1951.

Hover, Louis P., M.S.'35, D.S.'49, Temple Univ.; LL.D.'48, Drexel Inst. of Tech.; LL.D.'49, Gettysburg Col.; Supt. of Sch., Philadelphia, Pa., since 1943.

Hudson, Donald B., A.B.'35, Juniata Col.; A.M.'41, Duke Univ.; Supvg. Prin. of Sch., Union City, Pa., since 1951.

Hudson, J. H., B.S.'23, Geneva Col.; M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin. of Sch., Mars, Pa., since 1935.

Hughes, M. V., A.B.'32, Susquehanna Univ.; A.M.'37, New York Univ.; Supvg. Prin. of Sch., Plains, Pa., since 1934.

Hughes, Ralph C., B.S.'20, Univ. of Chicago; Ed.M.'31, Univ. of Pittsburgh; Supvg. Prin. of Sch., Turtle Creek, Pa., since 1948.

Hulton, John G., A.B.'18, Franklin Col.; M.Ed.'38, Univ. of Pittsburgh; LL.D.'44, St. Vincent Col.; Supt. of Sch., Latrobe, Pa., 1929-54 (retired).

Hummer, William R., B.S.'46, Pa. State Tchrs. Col., West Chester; M.S.'48, Univ. of Pa.; Supvg. Prin., Lower Providence Twp. Sch. Dist., Norristown, Pa.

Hurley, Paul F., B.S.'48, Pa. State Tchrs. Col., Shippensburg; M.Ed.'51, Pa. State Col.; Supvg. Prin., Green Park Union Sch. Dist., Loysville, Pa., since 1952.

Husted, Inez M., M.A.'35, Ed.D.'39, Tchrs. Col., Columbia Univ.; Co. Supvr. of Special Educ., Wilkes-Barre, Pa., since 1939.

Idleman, Hillis K., Ph.B.'31, Brown Univ.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Radnor Twp. Sch., Wayne, Pa., since 1953.

Illick, Montford Elroy, B.S.'23, Lafayette Col.; M.A.'35, Lehigh Univ.; Assoc. Supt., Hellertown-Lower Saucon Jt. Sch., Hellertown, Pa., since 1954.

Ingraham, William W., B.S.'43, Pa. State Tchrs. Col., Lock Haven; M.A.'49, Rutgers Univ.; Asst. Regional Supt. of Pennsbury Sch., Yardley, Pa., since 1949.

Ingram, Evan W., A.B.'20, Bucknell Univ.; M.Ed.'39, Univ. of Pittsburgh; First Assoc. Supt. of Sch., Sec. and Genl. Admin., Pittsburgh, Pa., since 1946.

Irons, Harold S., B.S. in Ed.'18, Ohio Univ.; M.A.'33, Ohio State Univ.; D.Ed.'42, Univ. of Pittsburgh; Supvg. Prin. of Sch., Sewickley, Pa., since 1943.

Jacks, Thomas A., Ph.B.'27 Muhlenberg Col.; M.A.'34, Tchrs. Col., Columbia Univ.; Prin., Harrison Morton Jr. H. S., Allentown, Pa., since 1946.

Jacques, L. Eugene, B.A.'37, M.Ed.'41, D.Ed.'52, Univ. of Pittsburgh; Supt. of Derry Twp. Sch., Hershey, Pa., since 1954.

James, Charles A., B.S. in Ed.'29, Pa. State Tchrs. Col., Mansfield; M.A.'33, N. Y. Univ.; Supvg. Prin. of Borough Sch. Dist., Dallas, Pa., since 1945.

Jenkins, Clifford D., B.S. in Ed.'31, Pa. State Tchrs. Col., Mansfield; M.Ed.'34, Ed.D.'53, Pa. State Univ.; Northumberland Co. Supt. of Sch., Sunbury, Pa., since 1954.

Jewell, Ralph H., B.A.'29, Pa. State Univ.; M.Ed.'39, D.Ed.'54, Univ. of Pittsburgh; Supt. of Sch., Midland, Pa., since 1942.

Johnston, David A., B.S.'29, Franklin and Marshall Col.; M.A. in Ed.'33, Cornell Univ.; Supt. of Springfield Twp. Sch., Chestnut Hill, Philadelphia, Pa., since 1953.

Johnston, Ernest Milton, B.S.'25, Grove City Col.; M.A.'32, Univ. of Pittsburgh; Supvg. Prin. of Sch., Ebensburg, Pa., since 1929.

Johnston, G. W., B.S.'29, Geneva Col.; Supvg. Prin., Shenango Twp. Sch. Dist., New Castle, Pa., since 1932.

Jones, Charles S., B.S.'29, Bucknell Univ.; M.S.'43, Univ. of Pa.; Supvg. Prin., Hatboro Sch., Dist., Hatboro, Pa., since 1952.

Jones, Clifford Vinton, B.S.'36, Pa. State Tchrs. Col., Edinboro; M.Ed.'51, Univ. of Pittsburgh; Supvg. Prin. of Area Joint Sch. Dist., Port Allegany, Pa., since 1953.

Jones, D. Paul, A.B.'29, Washington and Jefferson Col.; Ed.M.'36, Univ. of Pittsburgh; Supvg. Prin. of Forest Hills Boro Sch., Pittsburgh, Pa., since 1940.

Jones, Henry S., M.A.'35, Bucknell Univ.; Supt. of Sch., Plymouth, Pa., since 1926.

Jones, James Turner, B.S. in Ed.'37, M.Ed.'40, Temple Univ.; Supvg. Prin. of Susquenita Jt. Sch. Dist., Duncannon, Pa., since 1953.

Jones, Lloyd M., A.B.'22, Univ. of Wichita; M.A.'27, Ph.D.'35, Columbia Univ.; Prof. of Physical Educ., Pa. State Col., State College, Pa., since 1940.

Judy, Byron R., M.Ed.'35, Pa. State Col.; Supvg. Prin., West Fallowfield Twp. Sch., Cochranville, Pa., since 1927.

Kealy, Sister M. Eugenia, Ph.D.'30, Catholic Univ. of America; Pres., Marywood Col., Scranton, Pa., since 1949.

Kearney, Walter A., B.S.'34, M.Ed.'41, Pa. State Col.; Supt. of Sch., New Castle, Pa., since 1954.

Keat, Donald B., B.S.'22, Lafayette Col.; M.A.'33, Lehigh Univ.; Supt. of Boro Sch. Dist., Bangor, Pa., since 1951.

Keefauver, Lloyd C., A.B.'15, A.M.'24, Sc.D. (Hon.)'45, Gettysburg Col.; Dist. Supt. of Borough Sch., Gettysburg, Pa., since 1926.

Keffer, (Mrs.) Sadie R., Secy., Sch. Bd., Clairton H. S., Clairton, Pa.

Kehrli, Edwin H., M.A.'28, Columbia Univ.; Wyoming Co. Supt. of Sch., Tunkhannock, Pa., since 1934.

Keim, Edwin B., B.S.'34, Pa. State Tchrs. Col., West Chester; M.S.'40, D.Ed.'51, Univ. of Pa.; Prin. of Cheltenham Twp. H. S., Elkins Park, Pa., since 1954.

Keim, Merle L., A.B.'27, Dickinson Col.; A.M.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Annville, Pa., since 1951.

Keller, Lloyd G., B.S.'28, Albright Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin., Hyndman-Londonderry Joint Sch., Hyndman, Pa., since 1935.

Kelly, Thomas J., Ed.D.'51, Univ. of Pittsburgh; Supvg. Prin. of Sch., Pitcairn, Pa., since 1951.

Kerl, Jules J., B.S.'26, New York Univ.; M.A.'30, Columbia Univ.; Supvg. Prin. of Sch., Forest City, Pa., since 1925.

Kessler, Mabel G., B.S.'21, M.A.'23, Ph.D. '27, Univ. of Pa.; Montgomery Co. Supvr. of Special Educ., Norristown, Pa., since 1947.

Ketler, Frank C., A.B.'11, Grove City Col.; A.M.'29, Ph.D.'31 Tchrs. Col., Columbia Univ.; Supt. of Cheltenham Twp. Sch., Elkins Park, Philadelphia, Pa., 1932-54 (retired). Address: 424 Longfellow Ave., Wyncote, Pa.

Kilhefner, Galen C., B.S.'30, Elizabethtown Col.; Ed.M.'34, Temple Univ.; Ed.D.'52, Univ. of Pa.; Supvg. Prin. of Area Sch. Dist., Elizabethtown, Pa., since 1953.

Kindred, Leslie W., A.B.'28, A.M.'34, Ph.D. '38, Univ. of Mich.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1940.

Kirkpatrick, George W. R., A.B.'26, Ursinus Col.; M.A.'32, Univ. of Pa.; Prin., Jr. H. S., Bala-Cynwyd, Pa., since 1939.

Klein, Philip, Chmn., Harcum Jr. Col., Bryn Mawr, Pa.

Klinger, Wayne A., Diploma '30, B.S. in Elem. Ed.'41, Pa. State Tchrs. Col., West Chester; M.Ed.'47, Temple Univ.; Supvg. Prin. of Sch., Aldan, Pa., since 1948.

Klonower, Henry, B.S.'15, M.A.'20, Univ. of Pa.; Pd.D.'36, Ursinus Col.; D.F.A. '50, Moore Inst. of Art, Science, and Indus.; L.L.D.'51, Waynesburg Col.; Dir., Tchr. Educ. and Certification, State Dept. of Pub. Instr., Harrisburg, Pa., since 1920.

Koch, Carl R., M.A.'36, New York Univ.; Supt. of Sch., Mechanicsburg, Pa.

Koch, Raymond H., A.B.'28, Lebanon Valley Col.; M.A.'34, Univ. of Pittsburgh; Supt. of Boro Sch., Columbia, Pa., since 1954.

Kolpien, Maurice E., B.S.'26, Allegheny Col.; M.Ed.'36, Harvard Univ.; Co. Supt. of Sch., Erie, Pa., since 1941.

Konvolinka, Harold S., B.S. in Ed.'30, Geneva Col.; M.A.'35, Ph.D.'53, Univ. of Pittsburgh; Supt. of Sch., Duquesne, Pa., since 1954.

Koopman, Philip U., A.B.'31, Central Mich. Col. of Educ.; A.M.'32, Univ. of Mich.; Ed.D.41, Columbia Univ.; Supt. of Lower Merion Sch., Ardmore, Pa., since 1952.

Kost, Michael R., Secy., Braddock Hills Sch. Dist., Braddock, Pa.

Kozar, George, Jr., M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin. of Sch., New Salem, Pa., since 1948.

Kramer, Frank H., B.A.'14, Gettysburg Col.; A.M.'16, Ph.D.'20, Univ. of Pa.; Prof. of Educ., Gettysburg Col., Gettysburg, Pa., since 1921.

Kratz, Norman W., B.S.'30, Ursinus Col. (Pa.); M.S.'48, Univ. of Pa.; Regional Supt. of Sch., Council Rock Jt. and Newtown Boro Schs., Newtown, Pa., since 1945.

Kriner, Harry L., A.B.'20, A.M.'27, Univ. of Pittsburgh; Ed.D.'31, Pa. State Col.; Pres., State Tchrs. Col., Shippensburg, Pa.

Kuhnert, Raymond E., A.B.'28, Lebanon Valley Col.; A.M.'37, New York Univ.; Supvg. Prin. of Dallas-Franklin Twp. Sch., Dallas, Pa., since 1941.

Kulp, Dan B., B.S.'23, Ursinus Col.; M.A. '31, Univ. of Pa.; Supvg. Prin. of Sch., Red Lion, Pa., since 1944.

Kurtz, John R., B.S.'16, Bucknell Univ.; Supt. of Sch., Vandergrift, Pa., 1932-54 (retired).

Kurtz, M. J., Ed.M.'49, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch. Dist., Derry, Pa., since 1953.

Kurtz, Paul, A.B.'29, Juniata Col.; M.Ed.'36, Pa. State Col.; Asst. Supt. Blair Co. Sch., Hollidaysburg, Pa., since 1943.

Kurtz, Ray A., B.S.'32, Elizabethtown Col.; M.S.'39, Pa. State Col.; Supvg. Prin., South Lebanon Twp. Sch., Lebanon, Pa., since 1945.

Kurtz, Stanley M., Ph.B.'24, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supvg. Prin., Upper Perkiomen Jt. Sch., Pennsburg, Pa., since 1952.

Kushma, John J., B.S.'38, Pa. State Tchrs. Col., Bloomsburg; M.S.'42, Temple Univ.; Supvg. Prin. of Sch., Clifton Heights, Pa., since 1950.

Kutz, William C., A.B.'24, Franklin and Marshall Col.; A.M.'28, Tchrs. Col., Columbia Univ.; Ed.D.'47, Pa. State Col.; Supvg. Prin. of Spring Twp. Sch., West Lawn, Pa., since 1935.

Land, S. Lewis, B.S.'22, George Peabody Col. for Tchrs.; M.S.'25, Univ. of Wis.; Ph.D.'31, New York Univ.; Dir., Voc. Tchr. Educ., Pa. State Col., State College, Pa., since 1946.

Landis, Robert C., Diploma '10, Keystone Tchrs. Col.; Ph.B.'18, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supt. of Sch., Conshohocken, Pa., since 1926.

Landis, Stanley K., M.S. in Ed.'47, Univ. of Pa.; Asst. Chester Co. Supt. of Sch., West Chester, Pa., since 1950.

Landis, William H., Jr., B.S.'28, Washington and Jefferson Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Derry Borough Sch., Derry, Pa., since 1947.

Lang, Fred, B.S.'37, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin. of Pine Twp. Sch. Dist., Gibsonia, Pa., since 1946.

Lathrop, Cecil D., B.S.Ed.'33, Pa. State Tchrs. Col., Mansfield; M.Ed.'38, Pa. State Col.; Supvg. Prin. of Dimock-Springville Jt. Sch., Dimock, Pa., since 1944.

Lauck, Leroy K., A.B.'31, Muhlenberg Col.; M.A.'38, Columbia Univ.; Asst. Supt. of Berks Co. Sch., Reading, Pa., since 1953.

Lauer, John Edwards, B.S.'30, Franklin and Marshall Col.; M.A.'37, New York Univ.; Supt. of Sch., Lansford, Pa., since 1938.

Lausch, M. Luther, A.B.'30, Muhlenberg Col.; M.A.'41, Bucknell Univ.; Supvg. Prin. of Exeter Twp. Sch., Jacksonwald, Pa., since 1946.

LeCron, Wilbur R., M.A.'28, Univ. of Pittsburgh; Ed.D.'38, Pa. State Col.; Supt. of Sch., Ashland, Pa., since 1942.

Leech, Carl G., A.B.'07, Franklin and Marshall Col.; A.M.'10, Ph.D.'32, Univ. of Pa.; Supt. of Delaware Co. Sch., Media, Pa., 1925-54 (retired). Address: 317 Trites Ave., Norwood, Pa.

Leidich, John M., B.A.'28, Gettysburg Col.; M.S.'33, Pa. State Col.; Supvg. Prin. of Millcreek Twp. Sch. Dist., Newmanstown, Pa., since 1943.

Lengel, D. H. H., Diploma '17, Pa. State Tchrs. Col. Kutztown; B.S.'25, Muhlenberg Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Pottsville, Pa., since 1949.

Lichliter, David E., M.A.'48, George Washington Univ.; Supvg. Prin. of Forbes Jt. Sch., Kantner, Pa., since 1948.

Liggitt, Earle O., B.S.'17, Muskingum Col.; A.M.'27, Ph.D.'42, Univ. of Pittsburgh; Dist. Supt. of Sch., Munhall, Pa., since 1938.

Liggitt, William A., A.B.'39, Col. of Wooster; M.Lit.'41, Ph.D.'50, Univ. of Pittsburgh; Dean of Men, State Tchrs. Col., Kutztown, Pa., since 1951.

Lindsey, James L., Supt. of Elk Co. Sch., Ridgway, Pa., since 1954.

Linton, John H., A.B.'25, Ohio Wesleyan Univ.; M.A.'32, D.Ed.'54, Univ. of Pittsburgh; Supt. of Penn Twp. Sch., Pittsburgh, Pa., since 1946.

Lissfelt, Elmer A., A.B.'27, A.M.'30, Univ. of Pittsburgh; A.M.'31, Univ. of Pa.; Supvg. Prin., Upper Moreland Twp. Sch. Dist., Willow Grove, Pa., since 1947.

Little, Marsby C., B.S.'28, Gettysburg Col.; M.A.'32, Tchrs. Col. Columbia Univ.; Supt. of Sch., Waynesboro, Pa., since 1945.

Litts, John C., B.S.'34, Pa. State Tchrs. Col., East Stroudsburg; M.S.'37, Bucknell Univ.; Monroe Co. Supt. of Sch., Stroudsburg, Pa., since 1946.

Lloyd, N. Verner, B.S. in Sec. Ed.'34, Ind. State Tchrs. Col.; M.Ed.Adm.'48, Univ. of Pittsburgh; Supvg. Prin. of Sch., South Greensburg, Pa., since 1952.

Lloyd, R. Todd, A.B.'28, Geneva Col.; M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., Shippensburg, Pa.

Logan, Arthur P., Secy., Bus. Mgr., Pub. Sch., Erie, Pa., since 1949.

Long, Charles M., A.B.'32, Tarkio Col.; A.M.'38, Colo. State Col. of Educ.; Head, Dept. of Educ., Pa. State Univ., State College, Pa.

Long, Clarence M., B.S.'31, Pa. State Tchrs. Col., California; M.A.'34, D.Ed.'42, Univ. of Pittsburgh; Dir. of Lab. Sch. and Tchr. Tr. and Placement, State Tchrs. Col., Slippery Rock, Pa., since 1950.

Long, Edwin B., A.B.'19, Dickinson Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'44, Pa. State Col.; Supt. of Bellevue Sch., Pittsburgh, Pa.

Long, William Whittington, A.B.'48, M.S. in Ed.'52, Univ. of Pa.; Supvg. Prin. of Boro Sch., Ambler, Pa., since 1953.

Louden, Mary Virginia, B.S.'22, Univ. of Pittsburgh; M.A.'28, Columbia Univ.; Dir., Special Educ. and Testing, McKeesport, Pa., since 1949.

Low, Luther W., A.B.'39, Washington-Jefferson Col.; M.Ed.'47, Univ. of Buffalo; Supvg. Prin. of Jt. Consol. Sch., West Middlesex, Pa., since 1948.

McAndrew, Mary B., B.A.'23, Marywood Col.; M.A.'36, Columbia Univ.; Supt. of Sch., Carbondale, Pa., 1934-54 (retired).

McCarthy, Joseph T., B.S. in Ed.'31, Duquesne Univ.; M.A. in Ed.'52, Univ. of Pittsburgh; Supvg. Prin. of Sch., Blawnox, Pa., since 1953.

McCleary, Eugene Edward, B.S.'35, Pa. State Tchrs. Col. Shippensburg; M.Ed. '49, Pa. State Univ.; Supvg. Prin. of Cornwall Jt. Sch. Dist., Cornwall, Pa., since 1954.

McClymonds, Joseph A., B.S.'34, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'38, Ed.D.'48, Univ. of Pittsburgh; Asst. Dir. of Laboratory Sch. in chg. of Sec. Educ., State Tchrs. Col., and Prin. of H. S., Area Jt. Schs., Slippery Rock, Pa., since 1951.

McCollum, Thomas G., Jr., B.S. in E.E.'24, Pa. State Col.; M.Ed.'36, Temple Univ.; Supvg. Prin. of Sch., East Lansdowne, Pa., since 1949.

McConnel, Clarence H., B.S. in Ed.'36, Pa. State Col.; M.S. in Ed.'42, Bucknell Univ.; Lycoming Co. Supt. of Sch., Williamsport, Pa., since 1947.

McCormick, George A., A.B.'25, Muskingum Col.; M.Ed.'34, D.Ed.'46, Univ. of Pittsburgh; Dist. Supt. of Sch., Pottstown, Pa.

McCracken, Theo O., Litt.B.'25, Grove City Col.; M.Ed.'46, Pa. State Col.; Supvg. Prin., Turnpike Sch. System, Mildred, Pa.

McCreery, William A., B.S.'24, Westminster Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin. of Jt. Sch., Marion Center, Pa., since 1951.

McDonald, Everett A., Jr., B.S.E.'38, Mass. State Tchrs. Col., Fitchburg; M.Ed.'45, Boston Univ.; M.A.'51, Ph.D.'54, Yale Univ.; Supt. of Centennial Jt. Schs., Johnsville, Pa., since 1954.

McDonald, Samuel E., B.S.'29, M.A.'35, Univ. of Pittsburgh; Supt. of Sch., Coatesville, Pa., since 1950.

McFadden, Elton, B.S.'31, Pa. State Tchrs. Col., Slippery Rock; M.E.'42, Univ. of Pittsburgh; Supvg. Prin. of Neville Twp. Sch., Pittsburgh, Pa., since 1943.

McHail, Vincent W., A.B.'28, A.M.'35, Bucknell Univ.; Prin. of Jt. Sr. H. S., Mt. Carmel, Pa., since 1934.

McKee, Margaret G., B.S.'29, M.A.'33, Univ. of Pittsburgh; Asst. Co. Supt. of Sch., Pittsburgh, Pa., since 1942.

McKee, William B., B.S.'40, Pa. State Tchrs. Col., Slippery Rock; Master's '44, Univ. of Pittsburgh; Supvg. Prin. of Pub. Sch., Wesleyville, Pa., since 1943.

McKelvey, Eugene M., M.Ed.'40, Univ. of Pittsburgh; Asst. Westmoreland Co. Supt. of Sch., Greensburg, Pa., since 1947.

McMahon, C. Joseph, B.S.'35, M.Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Boro Schs., Bridgeville, Pa., since 1954.

McMillan, Chandler B., B.S.'30, Grove City Col.; M.S.'36, Pa. State Col.; D.Ed.'48, Univ. of Pittsburgh; Supt. of Sch., Beaver, Pa., since 1950.

McMullen, J. Willard, A.B.'21, Univ. of Del.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Sch., Oxford, Pa., since 1923.

McNerney, Chester T., B.S.'39, M.S.'45, Ph.D., Ind. Univ.; Assoc. Prof. of Educ., Pa. State Univ., State College, Pa.

McNichols, Richard F., B.A.'21, M.A.'23, Mount St. Mary's Col. (Md.); Supt. of Sch., Scranton, Pa., since 1952.

McNitt, Ernest B., B.C.S.'35, M.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., New Brighton, Pa., since 1943.

McNitt, Frances Anna, B.A.'31, Smith Col.; M.A.'46, Tchrs. Col., Columbia Univ.; Sch. Psych., Pub. Sch., Lewistown, Pa., since 1948.

Mack, Melvin G., B.S.'34, Franklin and Marshall Col.; M.S. in Ed.'45, Univ. of Pa.; Supvg. Prin. of Palisades Jt. Schs., Kintnersville, Bucks Co., Pa., since 1944.

Madden, Neil S., A.B.'42, Grove City Col.; M.Ed.'50, Univ. of Pittsburgh; Prin., Rice Ave. Union H. S., Girard, Pa., since 1952.

Magill, Frank, A.B.'22, Juniata Col.; Co. Supt. of Sch., Huntingdon, Pa., since 1946.

Maher, (Rev.) Robert J., B.A.'33, M.A.'35, St. Vincent Col.; Supt. of Parochial Sch., Diocese of Harrisburg, Columbia, Pa., since 1947.

Malin, T. M., B.S.'25, Pa. State Col.; Area Adviser, Voc. Agrl., York, Pa., since 1937.

Manwiller, Charles E., M.A.'27, Ph.D.'34, Univ. of Pittsburgh; Dir. of Research, Pub. Sch., Pittsburgh, Pa., since 1940.

Marsh, Paul N., B.S.'16, Pa. State Col.; M.Ed.'36, Univ. of Pittsburgh; Supt. of Pub. Sch., Ford City, Pa., since 1950.

Marshall, Loyal S., A.B.'15, Geneva Col.; Supvg. Prin. of Allegheny Valley Jt. Sch., Springdale, Pa. since 1922.

Marshall, Robert Edward, B.S.'28, M.Ed.'40, Univ. of Pittsburgh; Asst. Supvg. Prin. of Har-Brack Joint Sch. Dist., Natrona, Pa., since 1953.

Martin, Adam H., Masters '22, Columbia Univ.; Supvg. Prin. of West York Boro Sch., York, Pa., since 1922.

Martin, August, B.S.'25, Muhlenberg Col.; M.S.'31, Pa. State Col.; Supvg. Prin. of Sch., West Hazleton, Pa., since 1936.

Martin, J. A., B.S.'18, Pa. State Col.; M.A. '36, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Shavertown, Pa., since 1932.

Mast, J. Earl, B.S. in Ed.'31, Pa. State Tchrs. Col., Millersville; M.E.'38, Temple Univ.; Supvg. Prin. of Twp. Sch., Lima, Pa., since 1941.

Mateer, Kenneth H., M.A.'41, Univ. of Pa.; Supvg. Prin. of Willistown Twp. Sch., Paoli, Pa., since 1948.

Mathewson, Clinton A., A.B.'30, M.A.'33, Washington and Jefferson Col.; Supt. of Sch., Canonsburg, Pa., since 1938.

Maxwell, Charles Frederick, A.B.'09, Lafayette Col.; M.A.'34, Univ. of Pittsburgh; Ed.D.'41, Wash. and Jefferson Col.; Co. Supt. of Sch., Greensburg, Pa., 1930-50 (retired). Address: 525 Plymouth St., Greensburg, Pa.

Maxwell, Paul L., B.S.'26, Grove City Col.; Ed.M.'40, Univ. of Pittsburgh; Supt. Crafton Boro Sch., Pittsburgh, Pa., since 1951.

Means, William J., B.S.'38, Calif. State Tchrs. Col.; M.Ed.'41, Univ. of Pittsburgh; Prin., North Union Twp. H. S., Uniontown, Pa., since 1945.

Meisberger, D. T., A.B.'30, Susquehanna Univ.; M.A.'35, Bucknell Univ.; Supt. of Coal Twp. Sch., Shamokin, Pa., since 1940.

Metcalf, Charles O., B.S.'30, Ursinus Col.; M.S. in Ed.'36, Univ. of Pa.; Supvg. Prin., Bellwood-Antis Sch., Bellwood, Pa., since 1952.

Metzgar, James H., B.S. in Ed.'31, Univ. of Pittsburgh; Supvg. Prin., Salem Twp. Sch., Slickville, Pa., since 1936.

Metzner, William, M.S. in Ed.'41, Temple Univ.; Prin., John B. Stetson Jr. H. S., Philadelphia, Pa., since 1952.

Meyer, Nathan G., A.B.'22, Elizabethtown Col.; A.M.'28, Tchrs. Col., Columbia Univ.; Ed.D.'40, New York Univ.; Dir., Student Tchg. and Placement, State Tchrs. Col., East Stroudsburg, Pa.

Michener, Howard A., B.S. in Ed.'37, Ursinus Col.; M.Ed.'48, Temple Univ.; Supvg. Prin. of Limerick Twp. Sch., Royersford, Pa., since 1948.

Miller, Frank M., A.B.'27, Pa. State Col.; M.A.'31, Stanford Univ.; Ph.D.'42, Univ. of Pittsburgh; Asst. Supt. of Sch., Erie, Pa., since 1950.

Miller, Franklin A., B.S.'25, M.S.'31, Ph.D. '48, Univ. of Pittsburgh; Assoc. Prof. of Educ., Pa. State Univ., State College, Pa., since 1949.

Miller, Fred E., B.S.'30, Pa. State Tchrs. Col., Clarion; M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin. of Union Jt. Sch., Rimersburg, Pa., since 1941.

Miller, Frederic K., A.B.'29, Lebanon Valley Col.; M.A.'31, Ph.D.'48, Univ. of Pa.; Pres., Lebanon Valley Col., Annville, Pa., since 1951.

Miller, Henry Jacob, B.S.'32, Muhlenberg Col.; M.A.'36, Columbia Univ.; Supvg. Prin. of Jt. Sch. Dist., Dover, Pa., since 1950.

Miller, Homer F., B.S.'35, Pa. State Tchrs. Col., Clarion; Ed.M.'49, Bonaventure Univ.; Supvg. Prin. of Foster Twp. Sch., Bradford, Pa., since 1951.

Miller, Kenneth W., B.S.'33, Pa. State Tchrs. Col., California; M.E.'40, Univ. of Pittsburgh; Supt. of Area Jt. Sch. Dist., Bellefonte, Pa., since 1949.

Miller, Norman, B.S.'25, Ed.M.'28, Harvard Univ.; Ed.D.'46, New York Univ.; Supt. of Sch., Tyrone, Pa., since 1939.

Miller, Walter Daniel, B.S. in Ed.'29, Pa. State Tchrs. Col., Lock Haven; M.Ed.'47, Temple Univ.; Supvg. Prin. of Twp. Sch., Bristol, Pa., since 1948.

Miller, William P., B.A.'32, Col. of Wooster; B.S.'34, Ohio State Univ.; M.S.'50, Univ. of Pittsburgh; Supvg. Prin., Burgettstown-Smith Twp. Joint Sch. Dist., Burgettstown, Pa., since 1951.

Milliette, Earl B., Bd. of Educ., Philadelphia, Pa.

Mills, H. Arthur, B.S.'31, Pa. State Col.; M.A.'53, Lehigh Univ.; Asst. to Supvg. Prin., Jt. Sch. Dist., Boyertown, Pa., since 1953.

Mitman, T. O., A.B.'10, Lafayette Col.; Supvg. Prin. of Sch., Mauch Chunk, Pa., since 1935.

Moll, Clarence R., B.S.'34, Ed.M.'37, Temple Univ.; L.H.D. (Hon.) '49, Pa. Military Col.; Dean of Admissions and Student Personnel and Prof. of Educ., Pa. Military Col., Chester, Pa., since 1947.

Montgomery, W. Walter, B.S.'27, Waynesburg Col.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch., Waynesburg, Pa., since 1946.

Moon, Allen R., B.S.'29, Allegheny Col.; Ed.M.'40, Univ. of Pittsburgh; Asst. Supt., Crawford Co. Sch., Meadville, Pa., since 1954.

Moore, Dale H., B.A.'22, M.A.'23, McGill Univ.; B.D.'25, Congregational Col., Montreal; D.Th.'32, United Theol. Col., Montreal; LL.D.'47, Franklin and Marshall Col.; D.Sc.Ed.'47, Lafayette Col.; Pres., Cedar Crest Col., Allentown, Pa., since 1942.

Moore, Harry H., B.S.,'31, Pa. State Col.; M.Ed.'34, Ed.D.'50, Univ. of Pittsburgh; Supvg. Prin. of Bethel Borough Schs., Library, Pa., since 1953.

Moore, J. Layton, A.B.'23, Wesleyan Univ.; Supvg. Prin. of Sch., Ridley Park, Pa., since 1927.

Morgan, Hugh C., A.B.'15, Dickinson Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Avon Grove Sch., West Grove, Pa., since 1930.

Morgart, George Harold, B.A.'22, Heidelberg Col.; M.S.'40, Univ. of Pa.; Supvg. Prin., Woodlyn, Pa.

Morrison, S. F. W., A.B.'18, Lebanon Valley Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Clearfield, Pa., since 1931.

Morrow, J. Andrew, Bradford Co. Supt. of Sch., Towanda, Pa., 1922-54 (retired).

Morton, Grant, B.S.Ed.'31, Pa. State Col.; Supvg. Prin. of Canton Twp. Sch., Washington, Pa., since 1944.

Moser, William G., A.B.'42, Muhlenberg Col.; M.A.'46, Lehigh Univ.; Supvg. Prin. of Aston Twp. Sch. Dist., Green Ridge, Pa., since 1954.

Mowls, J. Nelson, B.S. in Ed.'24, Kent State Univ.; A.M.'28, Ph.D.'37, Univ. of Pittsburgh; Supt. of Sch., Grove City, Pa., since 1946.

Mowrey, Roger C., B.S. in Ed.'32, Pa. State Tchrs. Col., Shippensburg; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Merged Sch., Quincy, Pa., since 1945.

Muir, (Mrs.) Josephine Mang, A.B.'29, Pa. Col. for Women; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin., of Sch., East McKeesport, Pa., since 1949.

Muirhead, Glen Dixon, B.A.'39, Muskingum Col.; M.Ed.'48, Univ. of Pittsburgh; Supvg. Prin. of Amwell Twp. Sch. Dist., Amity, Pa., since 1953.

Musmanno, Neal V., B.A.'36, Pa. State Col.; M.Ed.'52, Univ. of Pittsburgh; Prin., Stowe H. S., McKees Rocks, Pa., since 1949.

Musser, Cleon M., B.S. in Ed.'25, Lebanon Valley Col.; M.A.'33, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Sharon, Pa., since 1944.

Mutch, Heber R., A.B.'23, Lebanon Valley Col.; M.Ed.'48, Temple Univ.; Supvg. Prin., Southern Jt. Sch. Dist., Glen Rock, Pa., since 1951.

Myers, C. Randall, B.S.'40, Pa. State Tchrs. Col., Slippery Rock; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin. of Indiana Twp. Sch., Pittsburgh, Pa., since 1945.

Myers, Edward T., B.S. in Ed.'23, Temple Univ.; M.S.'28, Ph.D.'30, Univ. of Pa.; Dist. Supt. of Sch., Philadelphia, Pa., since 1946.

Myers, F. Lee, A.B.'30, Juniata Col.; M.Ed. '38, Pa. State Col.; Supvg. Prin., Freeport Area Joint Sch., Freeport, Pa., since 1947.

Mylin, Arthur P., Ph.B.'12, Pd.D.'33, Franklin and Marshall Col.; Co. Supt. of Sch., Lancaster, Pa., since 1922.

Nagle, Arthur J., Ph.B.'25, Muhlenberg Col.; M.A.'35, Columbia Univ.; Asst. Supt. of Sch. in chg. of Sec. Educ., Allentown, Pa., since 1952.

Neagley, Ross Linn, B.S. in Ed.'29, Pa. State Tchrs. Col., Shippensburg; M.A.'33, Columbia Univ.; Ed.D.'38, Temple Univ.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1949.

Neidig, Joseph S., Ph.B.'24, Muhlenberg Col.; M.A.'28, Univ. of Pa.; Supt. of Quakertown-Tohickon Jt. Sch., Quakertown, Pa., since 1924.

Nelson, Arnold C., B.S. in Ed.'27, Pa. State Col.; M.S. in Ed.'33, Univ. of Ill.; Dist. Supt. of Sch., Ridgway, Pa., since 1935.

Nelson, Arthur Theodore, B.Ed.'46, R. I. Col. of Educ.; M.A.'49, Trinity Col.; Ed.D.'53, Tchrs. Col., Columbia Univ.; Assoc., Educ. Serv. Bureau, Temple Univ., Philadelphia, Pa., since 1953.

Nelson, J. Wilbur, M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Carroll Twp. Sch., Monongahela, Pa., since 1942.

Newcomer, J. Carman, A.B.'17, Juniata Col.; Supt. of German Twp. Sch., McClellandtown, Pa., 1934-54 (retired). Address: R. D. 3, Uniontown, Pa.

Neyhart, Amos Earl, B.S. in Indus. Eng.'21, M.S.'34, Pa. State Col.; Admin. Head, Inst. of Pub. Safety, Pa. State Univ., State College, Pa., since 1938.

Nicely, Robert Francis, Sr., M.Ed.'47, Univ. of Pittsburgh; Asst. Supt. of Sch., Greensburg, Pa., since 1954.

Nietz, John A., A.B.'14, Ohio Northern Univ.; M.A.'19, Ohio State Univ.; Ph.D. '33, Univ. of Chicago; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1926.

Nitrauer, Harvey L., A.B.'28, M.A.'40, Lebanon Valley Col.; Supvg. Prin. of Sch., Myerstown, Pa., since 1946.

Nitrauer, W. E., A.B.'25, Lebanon Valley Col.; A.M.'30, Columbia Univ.; Supvg. Prin. of Manheim Twp. Sch., Neffsville, Pa., since 1942.

Noble, William E., B.A.'23, M.A.'29, Washington and Jefferson Col.; Ph.D.'45, Univ. of Pittsburgh; Supvg. Prin. of Sch., Claysville, Pa., since 1931.

Norris, Clarence T., B.A.'37, Pa. State Univ.; M.Ed.'42, Univ. of Pittsburgh; Supt. of West Deer Twp. Sch., Cheswick, Pa., since 1944.

Norton, Warren P., A.B.'15, Brown Univ.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Meadville, Pa., 1928-54 (retired).

Nusbaum, Louis, B.S.'08, Ped.D.'30 Temple Univ.; Pres., Philadelphia Pub. Sch. Retired Employees' Assn., Philadelphia, Pa., since 1947.

O'Brien, John W., B.S. in Ed.'42, Ed.M.'48, Temple Univ.; Asst. Supt. of Sch., Ridley Twp. Sch. Dist., Folsom, Pa., since 1954.

O'Brien, Leonard Guy, B.A.'17, Lehigh Univ.; M.S.'37, Pa. State Col.; Supvg. Prin. of Consol. Sch, Montrose, Pa, since 1934.

O'Malley, J. Francis, B.A.'32, M.A.'38, St. Bonaventure Univ.; Ph.D.'53, Univ. of Pittsburgh; Cameron Co. Supt. of Sch., Emporium, Pa., since 1954.

Orendorf, Clarence R., B.S., Pa. State Tchrs. Col., Millersville; M.Ed.'52, Pa. State Col.; Asst. Supt., Co. Sch., York, Pa., since 1954.

Orr, Gerald R., Supvg. Prin. of Sch., New Kensington, Pa.

Orr, Will W., A.B.'26, Erskine Col.; B.D. '31, Pittsburgh-Xenia Theol. Sem.; D.D. '39, Sterling Col.; D.Litt.'49, Carroll Col. (Wis.); Pres., Westminster Col., New Wilmington, Pa., since 1949.

Ott, Arthur R., B.S.'23, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Prin., Manheim Twp. H. S., Neffsville, Pa., since 1942.

Ovsiew, Leon, Ed.D.'52, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ. and Dir., Educ. Serv. Bureau, Tchrs. Col., Temple Univ., Philadelphia, Pa., since 1954.

Parkes, George H., Ed.D.'39, Pa. State Col.; Supt. of Sch., Williamsport, Pa., since 1952.

Paynter, William Robert, A.B.'30, Pa. State Col.; M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Baldwin Twp. Sch., Pittsburgh, Pa., since 1951.

Pearce, Milton O., B.S.'25, M.S.'29, Temple Univ.; Supt. of Sch. Dist. 8, Philadephia, Pa., since 1950.

Pearsall, Carl C., B.S.'24, M.A.'26, Univ. of Pittsburgh; Supt. of Irwin-North Huntingdon Twp. Sch., Irwin, Pa., 1934-54. Address: 1115 Pa. Ave., Irwin, Pa.

Pebly, Harry E., A.B.'17, Thiel Col.; M.Ed. '35, Univ. of Pittsburgh; Supt. of Sch., Sharpsville, Pa., since 1927.

Pegg, Harold J., A.B.'25, Gettysburg Col.; M.A.'34, Univ. of Wash.; Prin., Theodore Roosevelt Jr. H. S., Altoona, Pa., since 1938.

Perry, Edgar C., B.S.'23, Pa. State Col.; M.A.'29, Univ. of Pa.; Ed.D.'52, Univ. of Pittsburgh; Supt. of Sch., Indiana, Pa., since 1938.

Petted, Claude Harry, B.A.'30, Pa. State Col.; M.A.'33, Univ. of Pittsburgh; Supvg. Prin. of Port Vue Borough Sch., McKeesport, Pa., since 1928.

Phillips, Raymond V., A.B.'34, Iowa State Tchrs. Col.; M.Ed.'49, Temple Univ.; Asst. Dir., Tchr. Placement Bur., Temple Univ., Philadelphia, Pa., since 1948.

Pollock, Ben R., B.S.'41, Pa. State Col.; M.S. in Ed.'50, Bucknell Univ.; Supvg. Prin. of Jt. Sch., Benton, Pa., since 1952.

Poole, Charles E., Ed.M.'43, Temple Univ.; Prin. of Highland Sch., Abington, Pa., since 1948.

Potter, William Matthew, B.A.'33, M.Ed.'46, Ph.D.'48, Univ. of Pittsburgh; Supt., Wilkinsburg Sch. Dist., Pittsburgh, Pa., since 1950.

Pownall, Harry V., B.S.'32, Pa. State Tchrs. Col., Millersville; M.S.'43, Temple Univ.; Supvg. Prin., Salisbury Twp. Sch., Gap, Pa., since 1943.

Pregler, Hedwig, O., Ph.D.'46, Univ. of Pittsburgh; Prin. of Colfax Elem. Sch., Pittsburgh, Pa., since 1947.

Preisler, Kenneth L., A.B.'25, Susquehanna Univ.; A.M.'35, Bucknell Univ.; Supt. of Sch., Columbia, Pa., 1942-54.

Prestwood, E. L., A.B.'29, Columbia Univ.; M.A.'39, Lehigh Univ.; Ed.D.'51, Columbia Univ.; Asst. Supt., Lower Merion Twp. Sch., Ardmore, Pa., since 1953.

Prettyman, Milman E., B.S.'26, Univ. of Del.; M.S.'35, Univ. of Pa.; Supvg. Prin. of Kennett Consol. Sch., Kennett Square, Pa., since 1952.

Prutzman, Stuart E., B.A.'23, Pa. State Col.; M.A.'29, Columbia Univ.; Carbon Co. Supt. of Sch., Mauch Chunk, Pa.

Puderbaugh, J. Frank, A.B.'17, Dickinson Col.; M.A.'27, Columbia Univ.; Supt. of Sch., Lock Haven, Pa., since 1929.

Puff, Clinton M., A.B.'26, Maryville Col.; Ed.M.'32, Ph.D.'50, Univ. of Pittsburgh; Supt. of Sch., Scottdale, Pa., since 1942.

Pullen, C. Haines W., B.A.'27, Pa. State Col.; M.A.'33, Univ. of Pittsburgh; Dir. of Sec. Educ., Pub. Sch., Pittsburgh, Pa., since 1953.

Quackenbush, Everett A., B.S.'07, St. Lawrence Univ.; Dir., Bureau of Sch. Admin., State Dept. of Pub. Instr., Harrisburg, Pa., since 1940.

Quivey, G. M., A.B.'31, M.A.'36, Univ. of Pittsburgh; Supt. of Cecil Twp. Sch., Canonsburg, Pa.

Ramage, Oleta, A. B.'30, M.A.'32, Univ. of Calif., Berkeley; Supvg. Prin., Concord Twp. Sch., Glen Mills, Pa., since 1954.

Ramsey, V. P., Supvg. Prin., Patton Twp. Sch. Dist., Turtle Creek, Pa.

Ranck, A. Norman, A.B.'27, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Supvg. Prin., Manor Twp. and Millersville Borough Sch., Millersville, Pa., since 1943.

Rank, Allen W., A.B.'21, Princeton Univ.; M.A.'33, Columbia Univ.; Supvg. Prin. of Sch., Wyomissing, Pa., since 1948.

Rannells, Emilie, A.B.'20, Ohio Univ.; M.S.W.'36, Univ. of Pa.; Asst. Dir., Div. of Pupil Personnel and Counseling, Bd. of Educ., Philadelphia, Pa., since 1942.

Rausch, Herbert S., B.S.'17, M.A.'19, Susquehanna Univ.; Supvg. Prin. of Sch., Girardville, Pa., since 1921.

Reed, Margaret, A.B.'13, Wellesley Col.; A.M.'25, Columbia Univ.; Prin., William Penn H. S., Philadelphia, Pa., since 1950.

Reese, James E., B.S.'36, Ursinus Col.; M.A. in Ed.'49, Lehigh Univ.; Prin. of Central Jr. H. S., Allentown, Pa., since 1951.

Reilly, (Rev.) Edward M., Diocesan Supt. of Sch., Philadelphia, Pa.

Reist, Norman I., B.S.'21, Ottawa Univ.; M.A.'26, Univ. of Kansas; Supvg. Prin. of Sch., Wilmerding, Pa., since 1937.

Reiter, M. R., A.B.'27, Muhlenberg Col.; M.S.'39, Univ. of Pa.; Supt. of Sch., Morrisville, Pa., since 1940.

Ramaley, J. W. Crane, A.B.'27, Ph.D.'35, Univ. of Pittsburgh; M.S.'31, Pa. State Col.; Assoc. Prof. of Educ., Pa. State Univ., State College, Pa., since 1949.

Reno, John Sherman, Jr., A.B.'50, Grove City Col. (Pa.); M.Ed.'53, Univ. of Pittsburgh; Supvg. Prin. of Green Tree Borough Sch., Pittsburgh, Pa., since 1953.

Reynolds, O. Edgar, Diploma '14, Ill. State Normal Univ.; A.B.'16, Univ. of Ill.; M.A.'17, Ph.D.'27, Columbia Univ. Address: 430 E. Main St., Annville, Pa.

Rhodes, Harry K., B.S.'39, Pa. State Tchrs. Col., Edinboro; Supvg. Prin., Lawrence Park Sch. Dist., Erie, Pa., since 1933.

Rice, Ralph Samuel, B.Sc.'25, M.Sc.'30, D.Ed.'35, Pa. State Col.; Supvg. Prin. of North Hills Joint Schs., West View, Pittsburgh, Pa., since 1948.

Rickenbach, Mary E., B.S.'26, M.A.'31, Tchrs. Col., Columbia Univ.; Dean of Women, State Tchrs. Col., Kutztown, Pa., since 1938.

Rickert, Glennis H., A.B.'22, Susquehanna Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kane, Pa., 1932-54 (retired).

Riegle, H. Edgar, A.B.'31, Gettysburg Col.; M.E.'50, Pa. State Col.; Adams Co. Supt. of Sch., Gettysburg, Pa., since 1954.

Riffle, Harry B., M.Ed.'38, Pa. State Col.; Asst. Supt. of Fayette Co. Sch., Uniontown, Pa., since 1942.

Roberts, Henry E., B.S.'29, Pa. State Col.; Ed.M.'39, Univ. of Pittsburgh; Supvg. Prin., Scott Twp. Sch., Allegheny Co., Carnegie, Pa., since 1946.

Roberts, Stephen W., A.B.'27, Broaddus Univ.; B.S.'32, Bucknell Univ.; M.A.'35, N. Y. Univ.; Headmaster, Perkiomen Sch., Pennsburg, Pa., since 1951.

Rockey, H. S., Supvg. Prin. of Sch., Brookville, Pa.

Roddy, Joseph Stockton, Jr., B.S.'32, M.S. '34, Univ. of Pa.; Supvg. Prin. of Sch., Narberth, Pa., since 1951.

Rodemoyer, William Edward, B.S.'34, Geneva Col.; Ed.M.'48, Univ. of Pittsburgh; Supvg. Prin. of Sch., Zelienople, Pa., since 1947.

Roeder, J. N., A.B.'17, Franklin and Marshall Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'33, New York Univ.; Supt. of Sch., Palmerton, Pa., since 1926.

Rogers, R. C., M.A.'29, New York Univ.; Supvg. Prin., Shaler Twp. Sch., Glenshaw, Pa., since 1931.

Rohrbach, Quincy A. W., A.B.'22, Franklin and Marshall Col.; A.M.'24, Ph.D.'25, Univ. of Pa.; LL.D.'34, Univ. of Pittsburgh; Pres., State Tchrs. Col., Kutztown, Pa., since 1934.

Rometo, Albert R., B.A.'33, Washington and Jefferson Col.; M.E.'42, Univ. of Pittsburgh; Supvg. Prin., East Deer-Frazer Union Sch., Creighton, Pa., since 1949.

Rommelt, Raymond Reading, B.S. in Ed.'34, M.S. in Ed.'40, Bucknell Univ.; Supvg. Prin. of Sch., South Williamsport, Pa., since 1950.

Rosenkrance, Robert A., A.B.'27, Wheaton Col. (Ill.); M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., West Reading, Pa., since 1950.

Ross, Albert William, B.S.'32, Albright Col.; M.A.'41, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Joint Sch. Dist., Kulpmont, Pa., since 1943.

Roth, Samuel S., B.S., H.Ed.'28, Pa. State Tchrs. Col., Slippery Rock; B.S.'32, M.S. '34, Duquesne Univ.; Supvg. Prin. of Twp. Sch., McKees Rocks, Pa., since 1949.

*Rowland, Albert Lindsay, A.B.'08, Temple Univ.; M.A.'11, Ph.D.'14, Univ. of Pa. Address: 10 Surrey Rd., Oak Lane, Philadelphia, Pa.

Ruby, C. Clinton, A.B.'34, Gettysburg Col.; Supvg. Prin. of Central Jt. Schs., York, Pa., since 1949.

Ruhl, Harry S., A.B.'27, Bucknell Univ.; M.A.'36, Univ. of Pittsburgh; Supvg. Prin. of Sch., Danville, Pa., since 1952.

Rushin, Andrew E., A.B.'28, Susquehanna Univ.; M.A.'34, N. Y. Univ.; Asst. Supt. of Luzerne Co. Sch., Wilkes-Barre, Pa., since 1946.

Rushin, William E., B.S.'31, Susquehanna Univ.; M.A.'34, N. Y. Univ.; Dist. Supt. of Sch., Glen Lyon, Pa., since 1946.

Ryder, Paul T., B.S. in Ed.'32, Univ. of Pa.; M.A.'34, Pa. State Col.; Asst. Supt. of Wayne Co. Sch., Honesdale, Pa., since 1949.

Sarver, Cyril C., M.Ed.'35, Univ. of Pittsburgh; Supvg. Prin. of Hampton Twp. Sch., Allison Park, Pa., since 1935.

Saul, Marie A., A.B.'26, Carnegie Inst. of Tech.; M.A.'32, Univ. of Pittsburgh; Assoc. Supt. of Elem. Educ., Pittsburgh, Pa., since 1945.

Sauvain, Walter H., B.A.'24, Univ. of N. Dak.; M.A.'25, Ph.D.'34, Columbia Univ.; Prof. of Educ., since 1936, and Head, Educ. Dept., Bucknell Univ., Lewisburg, Pa., since 1953.

Savage, Edward H., B.S.'33, Pa. State Tchrs. Col., California; M.Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch., Uniontown, Pa., since 1937.

Sawyer, W. C. "Tom," B.A.'29, Univ. of Redlands; M.A.'24, Univ. of Chicago; Dir., Awards Programs, Freedoms Foundation, Valley Forge, Pa., since 1950.

Saylor, Charles F., B.A.'27, M.A.'31, Univ. of Pittsburgh; Supt. of Sch., Jeannette, Pa., since 1951.

Saylor, Clyde T., Chester Co. Supt. of Sch., West Chester, Pa.

Schaffer, Anna M., Assoc. Supvg. Prin., North Allegheny Joint Sch. Dist., Pittsburgh, Pa.

Schlegel, Albert G. W., B.A.'20, Moravian Col.; M.A.'27, Ed.D.'35, Pa. State Col.; Dist. Supt. of Sch., Milton, Pa, since 1950.

Schmehl, Kermit H., Ph.B.'25, Muhlenberg Col.; M.S.'37, Univ. of Pa.; Prin., Muhlenberg Twp. H.S., Laureldale, Pa., since 1946.

Schricker, John A., B.S.'34, M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin., Butler Twp. Sch. Dist., Butler, Pa., since 1950.

Schwartz, Jack Newton, B.S.'41, Pa. State Tchrs. Col., California; M.Ed.'48, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch., Midway, Pa., since 1950.

Seavers, Gilmore B., B.S. in Ed.'38, Pa. State Tchrs. Col., Shippensburg; M.Ed.'46, Duke Univ.; Supvg. Prin. of Cumberland Valley Joint Sch., Mechanicsburg, Pa., since 1952.

Sebring, Walter H., B.S.'27, Pa. State Col.; M.A.'48, Lehigh Univ.; Asst. Supt. of Monroe Co. Sch., Stroudsburg, Pa., since 1948.

Secor, Carl T., B.S. in Ed.'27, Pa. State Tchrs. Col., East Stroudsburg; M.A.'31, N. Y. Univ.; Supvg. Prin. of Sch., East Stroudsburg, Pa., since 1938.

Seegers, J. Conrad, A.B.'13, Litt.D.'40, Muhlenberg Col.; A.M.'16, Columbia Univ.; Ph.D.'30, Univ. of Pa.; Pres., Muhlenberg Col., Allentown, Pa., since 1953.

Shafer, Robert K., B.S.'36, Pa. State Tchrs. Col., Kutztown; M.A.'39, N. Y. Univ.; Supt. of Bensalem Twp. Sch. Dist., Bucks Co., Cornwells Heights, Pa., since 1952.

Shaffer, Sanford B., Supvg. Prin. of Wilkinsburg Sch., Pittsburgh, Pa.

Shankweiler, James F., M.S.'48, Univ. of Pa.; Supvg. Prin. of Sch., Womelsdorf, Pa., since 1950.

Shearer, Charles J., B.S. in Ed.'31, Susquehanna Univ.; Ed.M.'50, Temple Univ.; Supvg. Prin., Lower Gwynedd Twp. Sch., Spring House, Pa., since 1952.

Sheely, W. Edward, A.B.'28, Franklin and Marshall Col.; M.Ed.'45, Pa. State Col.; Supt. of Pub. Sch., Hanover, Pa., since 1950.

Shenk, Harry W., A.B.'27, Dickinson Col.; A.M.'33, Gettysburg Col.; Ed.D.'52, Pa. State Col.; Supvg. Prin. of Area Joint Sch., Dallastown, Pa., since 1953.

Sherman, C. A., B.S.'33, Pa. State Tchrs. Col., Slippery Rock; Ed.M.'36, Ed.D.'44, Univ. of Pittsburgh; Supvg. Prin. of Sch., Aspinwall, Pa., since 1944.

Shetlock, William, Ph.B.'17, Muhlenberg Col.; M.A.'22, Columbia Univ.; Supvg. Prin. of Sch., Coplay, Pa., since 1916.

Shoop, Arthur R., A.B.'38, Gettysburg Col.; M.Ed.'49, Pa. State Col.; Supvg. Prin., Lower Paxton Twp. Sch. Dist., Harrisburg, Pa., since 1951.

Showalter, Addison H., A.B.'19, A.M.'20, Franklin and Marshall Col.; A.M. in Ed. '22, Univ. of Pa.; Supt. of Sch., Chester, Pa., since 1950.

Simpson, R. Leslie, B.S.'35, Westminster Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin., Jenner-Boswell-Jennerstown Sch. Dist., Boswell, Pa., since 1954.

Singleton, J. Robert, B.S. in Ec.'38, Franklin and Marshall Col.; M.Ed.'49, Temple Univ.; Supvg. Prin. of Shippenville-Elk Joint Sch., Shippenville, Pa., since 1950.

Slater, Paul R., A.B.'25, Geneva Col.; M.Ed. '39, Ed.D.'50, Univ. of Pittsburgh; Supt., Brentwood Borough Sch., Pittsburgh, Pa., since 1952.

Smith, Charles C., A.B.'12, Lebanon Valley Col.; A.M.'19, Columbia Univ.; Supt. of Sch., Bridgeport, Pa., since 1932.

Smith, Dale M., B.S.'34, Pa. State Tchrs. Col., Lock Haven; M.Ed.'50, Pa. State Col.; Supvg. Prin. of Valley Twp. Sch., Wagontown, Pa., since 1951.

Smith, David L., B.S.'43, Pa. State Tchrs. Col., Lock Haven; M.Ed.'46, Univ. of Pittsburgh; Supvg. Prin. of Adams-Summerhill Jt. Sch., Sidman, Pa., since 1947.

Smith, Harvey A., A.B.'14, Franklin and Marshall Col.; A.M.'22, Univ. of Pa.; Ph.D.'30, Columbia Univ.; Supt. of Sch., Lancaster, Pa., 1938-54 (retired).

Smith, J. Edward, A.B.'27, Geneva Col.; A.M.'30, Ed.D.'42, Univ. of Pittsburgh; Regional Supt. of Central Bucks Co. Joint Sch., Doylestown, Pa.

Smith, John, Supt. of Sch., Nanticoke, Pa., since 1950.

Smith, Lawrence D., A.B.'26, Geneva Col.; M.A.'34, Ph.D.'43, Univ. of Pittsburgh; Supt. of Sch., Beaver Falls, Pa., since 1948.

Smith, Ralph C., A.B.'30, Pa. State Col.; M.Ed.'35, Bucknell Univ.; Asst. Supt., Lycoming Co. Pub. Sch., Williamsport, Pa., since 1952.

Smith, Ralph Richards, B.S. in Ed.'24, M.A. '27, Univ. of Pa.; Supt. of Sch., Lansdale, Pa., since 1926.

Smith, Warren Robert, M.Ed.'40, Univ. of Pittsburgh; Supvg. Prin. of Chestnut Ridge Joint Sch. System, Alum Bank, Pa., since 1952.

Smith, Wayne A., B.S.'47, Southern Oregon Col. of Educ.; M.A.'53, Ed.D.'54, Tchrs. Col., Columbia Univ.; Assoc. Prof., and Dir., Dept. of Early Childhood and Elem. Educ., Temple Univ., Philadelphia, Pa., since 1954.

Snively, Donald L., B.S. in Ed.'37, Pa. State Tchrs. Col., Shippensburg; M.S. in Ed.'41, Univ. of Pa.; Assoc. Supt. of Sch. Dist. of Darby Twp., Delaware Co., Glen Olden, Pa., since 1954.

Snoke, James S., B.S. in Ed.'30, Pa. State Tchrs. Col., Shippensburg; M.A.'38, D.Ed. '44, Univ. of Pittsburgh; Asst. Supt. of Sch., Allegheny Co., Pittsburgh, Pa., since 1946.

Snyder, G. Gilbert, B.S.'27, Pa. State Col.; Supvg. Prin. of Sch., Robesonia, Pa., since 1928.

Snyder, H. Austin, B.S. in Ed.'32, Pa. State Tchrs. Col., Mansfield; M.Ed.'35, Pa. State Col.; Supt. of Boro Sch., Sayre, Pa., since 1946.

Snyder, Jesse H., A.B.'29, Susquehanna Univ.; M.Ed.'41, Pa. State Col.; Perry Co. Supt. of Sch., New Bloomfield, Pa., since 1952.

Snyder, Lewis N., A.B.'16, Gettysburg Col.; A.M.'24, Univ. of Pa.; Ed.D.'47, Temple Univ.; Supvg. Prin. of Sch., Perkasie and Sellersville, Pa., since 1929.

Snyder, Warren P., B.S.'20, Muhlenberg Col.; M.S.'32, Temple Univ.; Supt. of Sch., Bristol, Pa., since 1936.

Spaid, G. Marlin, B.A.'30, Susquehanna Univ.; M.S. in Ed.'40, Cornell Univ.; Supvg. Prin., Warwick Union Sch. Dist., Lititz, Pa., since 1953.

Spancake, Fred Arthur, M.Ed.'48, Pa. State Col.; Supvg. Prin. of Logan Twp. Sch., Altoona, Pa., since 1947.

Speg, William M., A.B.'33, Lebanon Univ.; M.A.'34, Columbia Univ.; Supvg. Prin., Susquehanna Twp. Sch. Dist., Harrisburg, Pa., since 1951.

Spitler, Franklin C., B.A.'34, Pa. State Col.; M.Ed.'38, Temple Univ.; Elem. Supvr. Baldwin Twp. Sch., Whitehall, Pittsburgh, Pa.

Sproul, C. D., B.S.'32, Juniata Col.; M.Ed. '38, Pa. State Col.; Supvg. Prin. of Sch., Bedford, Pa., since 1948.

Squier, Lester B., B.S.'30, Pa. State Tchrs. Col., Mansfield; M.Ed.'35, Pa. State Col.; Supvg. Prin. of Lehman-Jackson-Ross Jt. Sch., Lehman, Pa., since 1948.

Squires, Howard G., Ed.D.'47, Univ. of Pittsburgh; Supt. of Sch., Ambridge, Pa., since 1950.

Stabley, Elwood C., A.B.'24, Lebanon Valley Col.; M.A.'31, Univ. of Pa.; Supvg. Prin. of Sch., Unionville, Pa., since 1936.

Stapleton, R. B., B.S.'14, Bucknell Univ.; M.A.'30, Columbia Univ.; Supt. of Sch., Tamaqua, Pa., since 1948.

Stauffer, Carryl E., B.S.'29, Franklin and Marshall Col.; M.A.'37, Columbia Univ.; Supvg. Prin. of Warwick Twp. Sch., Spring City, Pa.

Stauffer, Charles J., B.S.'31, Albright Col.; M.Ed.'36, Pa. State Col.; Supt. of Boro Sch., Shenandoah, Pa., since 1951.

Stauffer, John Charles, B.A. in Arch.'30, Carnegie Inst. of Tech.; M.Ed.'41, Pa. State Col.; Supt. of Thaddeus Stevens Trade Sch., Lancaster, Pa., since 1941.

Steckel, A. D., Ph.B.'26, Muhlenberg Col.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Boro Sch., Sinking Spring, Pa., since 1933.

Stengle, F. E., A.M.'30, Lebanon Valley Col.; A.M.'33, Univ. of Pa.; Supt. of Sch., Collingdale, Pa., since 1934.

Stetson, G. Arthur, B.S.'19, Allegheny Col.; M.A.'27, Tchrs. Col., Columbia Univ.; D.Ed.'41, Univ. of Pittsburgh; Supt. of Sch., West Chester, Pa., since 1938.

Stevens, Elmer S., B.S.'41, Pa. State Tchrs. Col., Mansfield; M.S.'47, Univ. of Pa.; Supvg. Prin. of Whitpain Twp. Sch. Dist., Blue Bell, Pa., since 1951.

Stewart, David H., B.S.'15, Pa. State Col.; A.M.'25, Columbia Univ.; Ph.D.'35, Univ. of Pittsburgh; Supt. of Sch., Dormont, Pittsburgh, Pa., 1936-54 (retired).

Stewart, Howard Samuel, B.S.'32, Ed.M.'38, Ed.D.'52, Univ. of Pittsburgh; Dir. of Elem. Educ., City Schs., Butler, Pa., since 1953.

Stinner, John R., B.S. in Ed.'41, Pa. State Tchrs. Col., Shippensburg; M.S. in Ed.'49, Univ. of Pa.; Admin. Asst., Lower Merion Sch. Dist., Ardmore, Pa., since 1953.

Stock, L. V., M.S.'31, Gettysburg Col.; Supvg. Prin., Upper Adams Joint Sch. Dist., Biglerville, Pa., since 1937.

Stone, Paul L., B.S. in Ed.'40, Pa. State Tchrs. Col., Shippensburg; M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Big Spring Jt. Sch., Newville, Pa., since 1952.

Storer, Charles Shaffer, B.S.'23, M.Ed.'37, Univ. of Pittsburgh; Assoc. Supvg. Prin., Elizabeth-Forward Jt. Schs., Elizabeth, Pa., since 1952.

Stoudt, Eugene F., B.S.'29, Albright Col.; Ed.M.'47, Ed.D.'51, Temple Univ.; Asst. Supt. of Berks Co. Sch., Reading, Pa., since 1953.

Stover, Kermit M., B.S. in Ed.'33, Pa. State Tchrs. Col., Lock Haven; M.Ed.'37, Duke Univ.; Supvg. Prin. of Central Dauphin Jt. Sch., Penbrook, Harrisburg, Pa., since 1953.

Strasbaugh, Wayne V., B.S.'36, Western Md. Col.; Asst. Supt. of Stevens Trade Sch., Lancaster, Pa., since 1948.

Strattan, J. Maurice, B.S. in Ed.'31, M.Ed. '34, Temple Univ.; Ed.D.'49, Univ. of Pa.; Supt. of Paoli Area H. S. System and Tredyffrin-Easttown Elem. Sch., Berwyn, Pa., since 1952.

Strine, Huber D., A.B.'20, Lebanon Valley Col.; A.M.'24, Columbia Univ.; Supt. of York Co. Sch., York, Pa., since 1954.

Stuempfle, Ernest H., B.S.'26, Susquehanna Univ.; M.Ed.'41, Pa. State Col.; Supvg. Prin. of Joint Sch., Meyersdale, Pa., since 1944.

Stull, W. Eugene, B.S.'37, M.Ed.'42, Pa. State Col.; Ed.D.'51, Temple Univ.; Prin. of Jr. H. S., Abington, Pa., since 1952.

Sukel, Andrew S., B.A.'28, Washington and Jefferson Col.; M.A.'39, Pa. State Col.; Supt. of Pub. Sch., Donora, Pa., since 1950.

Sutherland, Lawrence R., B.S.'32, Pa. State Tchrs. Col., California; M.Ed.'40, Pa. State Col.; Asst. Supt. of Washington Co. Sch., Washington, Pa., since 1944.

Swan, Ralph C., B.S.'31, Pa. State Tchrs. Col., Shippensburg; M.Ed.'36, D.Ed.'54, Pa. State Univ.; Deputy Supt., Dept. of Pub. Instr., Harrisburg, Pa., since 1953.

Swank, Paul A., B.S.'33, Susquehanna Univ.; M.Ed.'39, Temple Univ.; Prin., Shamokin Area Joint Jr.-Sr. H.S., Shamokin, Pa., since 1952.

Swartz, David L., B.A.'37, Juniata Col.; M.Ed.'40, Pa. State Col.; Dist. Supt. of Sch., Carlisle, Pa.

Swartz, Harvey E., A.B.'21, A.M.'23, Franklin and Marshall Col.; York Co. Supt. of Sch., York, Pa., 1938-54 (retired).

Sweitzer, Ralph L., B.S.'28, Grove City Col.; M.S.'37, Pa. State Col.; Supvg. Prin. of Otto Twp. Sch., Duke Center, Pa., since 1945.

Swinehart, George B., A.B.'15, Ursinus Col.; M.S.'41, Univ. of Pa.; Supvg. Prin. of Sch., Boyertown, Pa., since 1917.

Swope, Charles S., A.B.'25, Dickinson Col.; A.M.'31, Univ. of Pa.; Pd.D.'41, Dickinson Col.; Pres., State Tchrs. Col., West Chester, Pa., since 1935.

*Tanger, Frederick E., B.S.'34, Pa. State Tchrs. Col., Millersville; M.A.'36, Ed. D.'51, Tchrs. Col., Columbia Univ.; Supt. of Boro Sch., Media, Pa., since 1950.

Taughinbaugh, Arthur Guy, A.B.'16, Gettysburg Col.; Asst. in chg. of Elem. Educ., Allegheny Valley Jt. Sch., Cheswick, Pa., since 1951.

Taylor, George E., B.S.'38, Pa. State Tchrs. Col., Mansfield; M.S.'47, Bucknell Univ.; Supvg. Prin. of South Middleton Twp. Sch., Boiling Springs, Pa., since 1953.

Templin, R. J. W., Sc.B.'16, A.M.'19, Bucknell Univ.; Supt. of Sch., West Pittston, Pa., 1923-54 (retired).

Tennyson, Harry L., B.S.'26, Washington and Jefferson Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Ed.D.'49, Univ. of Southern Calif.; Supt. of Sch., Lehighton, Pa., since 1951.

Teter, E. S., Luzerne Co. Supt. of Sch., Wilkes-Barre, Pa.

Thomas, Harold Prescott, B.S.'20, Colgate Univ.; Ed.M.'25, Ed.D.'32, Harvard Univ.; Head, Dept. of Educ., since 1932, Dir. of Summer Sessions since 1935, and Dir., Genl. Col., Lehigh Univ., Bethlehem, Pa., since 1942.

Thomas, Maurice J., B.A.'25, Univ. of Wash.; M.A.'26, Ed.D.'43, Columbia Univ.; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1948.

Thomas, Victor F., Jr., B.S.'30, M.Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Bessemer, Pa., since 1948.

Thompson, Donald C., B.S.'33, Grove City Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin. of Area Sch., Albion, Pa., since 1941.

Todd, G. Raymond, B.S.'31, Ursinus Col.; Ed.M.'36, Temple Univ.; Supvg. Prin. of Elem. Grades, Hellertown-Lower Saucon Jt. Schs., Bethlehem, Pa., since 1950.

Tollinger, William P., A.B.'27, Swarthmore Col.; M.A.'30, Univ. of Pa.; Supt. of Wilson Borough Sch., Easton, Pa., since 1946.

Trabue, M. R., B.A.'11, Northwestern Univ.; M.A.'14, Ph.D.'15, Columbia Univ.; Dean, Sch. of Educ., Pa. State Univ., State College, Pa., since 1937.

Tracy, Edward, Ph.B.'34, Brown Univ.; M.A.'43, Harvard Univ.; Supt. of Sch., Easton, Pa., since 1953.

Travis, Leo R., A.B.'28, M.A.'31, Ph.D.'45, Univ. of Pittsburgh; Supt. of Sch., McKeesport, Pa., since 1953.

Trevaskis, John L., A.B.'30, Westminster Col.; M.Ed.'36, Univ. of Pittsburgh; Supvg. Prin. of Castle Shannon Sch., Pittsburgh, Pa., since 1947.

Truby, Charlotte C., M.A.'28, Univ. of Pittsburgh; Prin., Lemington Elem. Sch., Pittsburgh, Pa., since 1932.

Trump, Nathan S., C.E.'21, Pa. Military Col.; Maintenance Engr., Twp. Schs., Abington, Pa., since 1938.

Turley, Ralph E., A.B.'32, Grove City Col.; M.Ed.'39, Univ. of Pittsburgh; Prin. of Elem. Schs., McKees Rocks, Pa., since 1952.

Turnbull, (Mrs.) Margaret Allen, B.S.'45, M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Sch., Fair Oaks, Pa., since 1947.

Tyson, John H., Diploma '12, Pa. State Tchrs. Col., West Chester; B.S. in Ed.'20, M.A.'22, Univ. of Pa.; Supt. of Twp. Sch., Upper Darby, Pa., since 1943.

*Ulrich, Foster G., A.B.'30, Lebanon Valley Col.; M.Ed.'40, Temple Univ.; Co. Supt. of Sch., Lebanon, Pa.

Ungemach, Dena D., B.S., A.M., Univ. of Pa.; Head, Science Dept., Overbrook Sr. H.S., Philadelphia, Pa.

Urban, John Michael, B.A.'29, Pa. State Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin. of Summerhill Twp. Sch. Dist., Beaverdale, Pa., since 1948.

Van Horn, Ben F., B.S.'41, Juniata Col.; M.Ed.'47, Pa. State Col.; Supvg. Prin. of South Woodbury Twp. Sch., New Enterprise, Pa., since 1949.

Varnum, Paul L., M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of East Washington Sch., Washington, Pa., since 1953.

Veltri, John B., B.S. in Ed.'32, Duquesne Univ.; M.S. in Ed.'37, Univ. of Pittsburgh; Supvg. Prin. of Sch., Sharpsburg, Pa., since 1940.

Verry, Dana H., B.S.'37, Oregon State Col.; M.S. in Ed.'47, Univ. of Idaho; Head, Secretarial Studies Dept., Wilkes Col., Wilkes-Barre, Pa., since 1953.

Waldman, John L., Ed.D.'30, Temple Univ.; Assoc. Supt. of Pub. Sch., Philadelphia, Pa., since 1950.

Walker, Paul H., M.Ed.'42, Univ. of Pittsburgh; Supt. of Dunbar Twp. Sch., Leisenring, Pa., since 1950.

Wallace, Donovan C., A.B.'24, Olivet Col.; M.A.'28, Columbia Univ.; Prin. of Sch., Perkasie, Pa.

Warner, Dorothy Melsena, B.S. Ed.'38, Pa. State Tchrs. Col., Indiana; M.Ed.'41, Pa. State Univ.; Supvr. of Special Educ., Co. Sch., Indiana, Pa., since 1951.

Warnock, Elizabeth, A.B.'25, Univ. of Pittsburgh; M.A.'28, Columbia Univ.; Specialist in Aviation and Dir. of State Program in Aviation Educ., Dept. of Pub. Instr., Harrisburg, Pa., since 1949.

Watkins, Thomas W., A.B.'31, Dickinson Col.; A.M.'42, Lehigh Univ.; Supvg. Prin. of Sch., Coopersburg, Pa., since 1937.

Watson, Ercell Ivanhoe, B.A.'47, Del. State Col.; M.A.'48, Howard Univ.; Prin. and Mgr., Pine Forge Inst., Pine Forge, Pa., since 1951.

Weast, Harry P., Ed.D.'53, Univ. of Pittsburgh; Supt. of Sch., Minersville, Pa., since 1953.

Weaver, Martin E., B.A.'29, M.A. in Ed.'38, Univ. of Pittsburgh; Supvg. Prin. of Snowden Twp. Sch., Library, Pa., since 1944.

Weaver, W. Donald, B.S.'30, Grove City Col.; M.Ed.'37, Pa. State Col.; Supt. of Sandy Twp. Sch., DuBois, Pa., since 1942.

Weiss, Emalyn R., A.B.'31, Goucher Col.; M.A.'33, Univ. of Pa.; Co. Supvr. of Special Educ., Reading, Pa., since 1941.

Weiss, George D., A.B.'26, Albright Col.; M.S.'36, Pa. State Univ.; Dir. of Student Tchg., State Tchrs. Col., Kutztown, Pa., since 1953.

Welch, Carl F., B.S.'34, Pa. State Tchrs. Col., Edinboro; M.Ed.'41, Univ. of Pittsburgh; Asst. Supt. of Co. Sch., Mercer, Pa., since 1954.

Wenger, Ethel M. B., M.A.'34, Univ. of Pa., Consultant, Div. of Special Educ., State Dept. of Pub. Instr., Harrisburg, Pa., since 1952.

Wenger, Henry, M.S.'39, Univ. of Pa.; Supvg. Prin. of Sch., Fredericksburg, Pa., since 1932.

Wentz, Howard A., B.S. in Ed.'29, Lebanon Valley Col.; M.Ed.'43, Temple Univ.; Supvg. Prin. of Nether Providence Twp. Sch., Wallingford, Pa., since 1942.

Wepsic, Charles C., B.S.'34, Pa. State Tchrs. Col., Lock Haven; M.Ed.'42, D.Ed.'47, Univ. of Pittsburgh; Supt. of Avalon Sch., Pittsburgh, Pa., since 1950.

Werley, Marvin O., Ph.B.'31, Muhlenberg Col.; M.S. in Ed.'36, Univ. of Pa.; Supvg. Prin. of Area Jt. Sch., Pine Grove, Pa., since 1947.

Wert, Raymond A., A.B.'32, Dickinson Col.; M.Ed.'39, Pa. State Col.; Supvg. Prin. of West Shore Jt. Sch., Lemoyne, Pa., since 1952.

Wetter, Allen H., B.S. in Ed.'21, M.S. in Ed.'28, Temple Univ.; Assoc. Supt. of Sch., Philadelphia, Pa., since 1951.

Wetzel, Jacob F., A.B.'25, A.M.'30, Susquehanna Univ.; Asst. Supt. of Centre Co. Sch., Bellefonte, Pa., since 1952.

Whipple, Carl E., B.S.'25, M.S.'30, Pa. State Col.; Ed.D.'40, Univ. of Pittsburgh; Supt. of Sch., Warren, Pa., since 1949.

White, Keith M., B.S.'38, Pa. State Tchrs. Col., Slippery Rock; Prin. of H. S., Butler, Pa., since 1953.

Whitney, (Mrs.) Nelle R., Supvg. Prin. of Sch., Jefferson, Pa.

Williammee, John T., Jr., B.S.'24, Bucknell Univ.; M.S.'32, Pa. State Col.; Supvg. Prin. of Dist. Sch., Canton, Pa., since 1942.

Williams, David E., A.B.'29, Westminster Col. (Pa.); M.Ed.'47, Univ. of Pittsburgh; Supvg. Prin. of Kennedy Twp. Sch., McKees Rocks, Pa., since 1946.

Williams, Russell L., B.S. in Ed.'34, Lebanon Valley Col.; M.S. in Ed.'39, Bucknell Univ.; Supvg. Prin. of Boro Sch., Prospect Park, Pa., since 1945.

Williams, Thomas Stuart, B.S.'21, M.A.'37, Bucknell Univ.; Supvg. Prin. of Boro Sch., Luzerne, Pa., since 1934.

Williams, Walter R., B.S.'19, Pa. State Col.; M.Ed.'41, Univ. of Pittsburgh; Asst. Supvg. Prin. of California Community Jt. Sch., West Brownsville, Pa., since 1953.

Williamson, LaRue C., A.B.'31, M.Ed.'36, Pa. State Col.; Supvg. Prin., Muncy-Muncy Creek Union Sch. Dist., Muncy, Pa., since 1949.

Wills, Merlin Vincent, A.B.'27, M.A.'30, Univ. of Pittsburgh; Asst. Supt., Westmoreland Co. Sch., Greensburg, Pa., since 1950.

Wilson, James S., B.S.'26, Grove City Col.; M.E.'35, Univ. of Pittsburgh, Supvg. Prin., Millcreek Sch. Dist., Erie, Pa., since 1942.

Wilson, Joseph R., M.Ed.'52, Pa. State Col.; Asst. Supt., Co. Sch., York, Pa., since 1954.

Wilson, Lytle Murray, B.S.'27, Bucknell Univ.; M.A.'31, Univ. of Pittsburgh; Supt. of Sch., Aliquippa, Pa., since 1937.

Wilson, Roy D., B.S.'40, Juniata Col.; M.Ed. '46, Pa. State Col.; Supvg. Prin. of Chief Logan Jt. Schs., Burnham, Pa., since 1952.

Wise, Charles H., B.A.'31, Lebanon Valley Col.; M.Ed.'35, Temple Univ.; Supvg. Prin. of Sch., Spring City, Pa., since 1951.

Witmeyer, Paul E., A.B.'15, Lebanon Valley Col.; M.A.'23, Columbia Univ.; Ed.D. '38, New York Univ.; Ped.D.'45, Lebanon Valley Col.; Prof. of Educ., Bucknell Univ., Lewisburg, Pa., since 1952.

Wolfe, Josephine B., B.S. in Ed.'42, Pa. State Col.; M.Ed.'47, Temple Univ.; Supvr. of Elem. Educ., Springfield, Pa., since 1950.

Worrall, Jay W., B.S.'12, M.A.'22, Univ. of Pa.; Supvg. Prin. of Marple and Newtown Twp. Schs., Newtown Square, Pa., since 1923.

Yeager, Howard J., B.A.'11, Franklin and Marshall Col.; M.A.'23, Lehigh Univ.; Supt. of East Penn Union Schs., Emmaus, Pa., 1930-54 (retired).

Yeager, William A., A.B.'14, Ursinus Col.; A.M.'18, Ph.D.'29, Univ. of Pa.; Prof. of Educ. and Dir. of Courses in Sch. Admin., Univ. of Pittsburgh, Pittsburgh, Pa., since 1934.

Yeich, Edwin B., A.B.'20, Franklin and Marshall Col.; A.M.'25, Univ. of Pa.; Prin. of H.S., West Reading, Pa., since 1928.

Yoakam, Gerald A., B.A.'10, M.A.'19, Ph.D. '22, State Univ. of Iowa; Prof. of Educ. and Dir. of Courses in Elem. Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1923.

Yoder, Ruth R., Admin. Asst. to the Supvg. Prin., Boyertown, Pa., since 1953.

Yorviak, Michael H., Supvg. Prin. of Hanover Twp. Sch., Wilkes-Barre, Pa.

Zahn, D. Willard, B.S. in Ed.'22, M.S. in Ed.'30, Temple Univ.; Assoc. Supt. of Sch., Philadelphia, Pa.

Zahniser, William D., B.S. in Ed.'33, Pa. State Tchrs. Col., Edinboro; M.Ed.'41, Pa. State Col.; Supvg. Prin. of Twp. Sch., Horsham, Pa., since 1953.

Zorger, Clarence E., Ph.B.'15, D.Ped.'46, Franklin and Marshall Col.; A.M.'31, Columbia Univ.; Supt. of Sch., Harrisburg, Pa., since 1942.

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Gil, Pedro, B.A.'17, Univ. of Puerto Rico; Dir., Veterans Educ. Div., Dept. of Educ., Hato Rey, P. R.

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Bray, Marion B., B.E.'13, R. I. Col. of Educ., Providence; Supvg. Prin. of Sch., Providence, R. I., since 1928.

Brittan, Olive C., B.Ed.'34, Mass. State Tchrs. Col., Bridgewater; M.Ed.'52, R. I. Col. of Educ.; Asst. Prin., Lincoln Memorial Jr. H.S., Lonsdale, R. I.

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Casey, J. Edward, A.B.'31, A.M.'41, Boston Col.; Ed.M.'47, Ed.D.'52, Harvard Univ.; Assoc. Prof. of Educ. and Psych., Univ. of R. I., Kingston, R. I, since 1952.

Cole, Archie R, B.A.'29, M.A.'39, Bates Col.; Supt. of Sch., East Greenwich, R. I.

Conlon, James E., B.B.A.'24, Boston Univ.; Supt. of South Kingstown Sch., Peace Dale, R. I., since 1947.

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Davis, Hiram A., B.S.'22, Norwich Univ.; Supt. of Sch., Wickford, R. I., since 1930.

DeMoranville, Aaron F., Diploma '25, R. I. Col. of Educ., Providence; A.B.'30, A.M. '34, N. Y. State Tchrs. Col., Albany; Supt. of Sch., Johnston, R. I., since 1938.

Farrin, Leon M., A.B.'15, Ed.M.'26, Harvard Univ.; Supt. of Sch., Woonsocket, R. I., since 1935.

Fitzgerald, Edward J., B.S.'27, Norwich Univ.; Supt. of Sch., Bristol, R. I., since 1946.

Foley, James H., A.B.'31, A.M.'33, Brown Univ.; Secy. of Sch. Com., since 1937, and Asst. Supt. of Sch. in chg. of Bus., Providence, R. I., since 1953.

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Gauthier, J. H. Leon, A.B.'40, Univ. of Montreal (Canada); M.Ed.'44, St. Michael's Col. (Vt.); Acting Supt. of Sch., Middletown, R. I., since 1953.

Hanley, James Lawrence, A.B.'19, Boston Col.; A.M.'20, Brown Univ.; LL.B.'27, Northeastern Univ.; Ed.M.'32, Harvard Univ.; Ed.D.'37, Catholic Tchrs. Col. (R. I.); D.Ped.41, Bryant Col.; LL.D.'45, Boston Col.; Supt. of Sch., Providence, R. I., since 1937.

Harkins, John M., A.B.'08, Bates Col.; Supt. of Sch., Warren, R. I., since 1941.

Howard, Marie R., M.E.'49, R. I. Col. of Educ.; Prin. of Elem. Sch. since 1941, and Supvg. Prin., Providence, R. I., since 1948.

Jacobs, Henry L., D.B.A.'35, Bryant Col.; D.Ed.'47, R. I. Col. of Educ.; Pres., Bryant Col., Providence, R. I., since 1916.

La Perche, Raymond C., B.Sc.'22, R. I. State Col.; Supt. of Smithfield Sch., Georgiaville, R. I., since 1938.

Leonard, Charles B., Ph.B.'29, Brown Univ.; Supt. of Foster and Scituate Sch., North Scituate, R. I., since 1949.

Leonard, (Mrs.) Newton P., A.B.'16, Mt. Holyoke Col.; D.Ed.'52, Bryant Col.; Pres., Natl. Congress of Parents and Tchrs., since 1952. Address: 341 Sharon St., Providence, R. I.

Leonard, Wardwell C., Ph.B.'18, A.M.'41, Brown Univ.; Supt. of Sch., Tiverton, R. I., since 1944.

Lyte, (Rev.) John B., Ed.D.'51, R. I. Col. of Educ.; Member, State Bd. of Educ., Providence, R. I., since 1951.

McCarthy, (Mrs.) Irene Conway, M.A.'35, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Educ., Warwick Sch. Dept., Apponaug, R. I., 1944-54.

McMahon, Katherine B., B.Ed.'47, R. I. Col. of Educ.; Supt. of Sch., Little Compton, R. I., since 1949.

MacKay, Charles B., Ph.B.'16, A.M.'24, Brown Univ.; Supt. of Sch., Warwick, R. I., since 1949.

Maine, Leonard L., Ed.M.'34, Boston Univ.; Supt. of Sch., Portsmouth, R. I., since 1932.

Martin, Edward R., B.S.'35, Providence Col.; M.Ed.'49, R. I. Col. of Educ.; Supt. of Sch., East Providence, R. I., since 1951.

Mason, Charles E., B.S.'18, Univ. of R. I.; Supt. of Sch., Westerly, R. I., since 1952.

*Miller, Anthony J., Ed.M.'33, Boston Univ.; Supt. of Sch., Jamestown, R. I., since 1943.

Mitchell, Clovis W., B.S.'08, R. I. State Col.; Supt. of Exeter and Gloucester Schs., Harmony, R. I., since 1940.

Nevins, Vincent, B.S. in Ed.'33, Mass. State Tchrs. Col., Bridgewater; Ed.M.'41, Boston Univ.; Supt. of Sch., Lincoln, R. I., since 1946.

Noble, M. C. S., Jr., A.B.'21, Univ. of N. C.; M.A.'22, Ed.D.'24, Harvard Univ.; Assoc. Prof. of Educ. and Psych., Univ. of R. I., Kingston, R. I., since 1948.

Norton, Bernard F., B.S.'27, Providence Col.; Supt. of Sch., Valley Falls, R. I., since 1935.

O'Brien, George J., A.B.'21, Col. of the Holy Cross; M.A.'32, Brown Univ.; Asst. Supt. of Sch., Providence, R. I., since 1945.

O'Halloran, William T., 67 Hilltop Ave., Providence, R. I.

Pelton, Frank M., A.B.'28, A.M.'31, Cornell Univ.; Ph.D.'34, New York Univ.; Prof. of Educ. and Dir. of Summer Sch., Univ. of R. I., Kingston, R. I., since 1945.

Pepyne, Edward Walter, B.A.'48, American Internatl. Col.; M.S.'51, Univ. of Mass.; Supt. of New Shoreham Sch., Block Island, R. I., since 1954.

Pezzullo, Thomas J., B.A.'38, Univ. of Ariz.; Asst. Supt. of Sch., Johnston, R. I., since 1946.

Porter-Shirley, Carl H., B.S. in Ed.'27, Mass. State Tchrs. Col., Bridgewater; M.Ed.'30, R. I. Col. of Educ.; Supt. of Sch., Newport, R. I.

Potenza, Robert A., Ph.B.'36, Boston Col.; Ed.M.'52, Boston Univ.; Supt. of Sch., Slatersville, R. I.

Quinn, Edmund A., B.S.'24, Providence Col.; A.M.'31, Brown Univ.; Dir. of Curriculum Research, Providence, R. I., since 1949.

Quinn, Maisie E., B.Ed.'37, R. I. Col. of Educ.; Supt. of Sch., West Warwick, R. I., since 1938.

Robinson, William P., Jr., A.B.'35, Providence Col.; Ed.M.'50, R. I. Col. of Educ.; Ed.D.'50, Catholic Tchrs. Col. (R.I.); Deputy Commr. of Educ., State Dept. of Educ., Providence, R. I., since 1952.

Scott, Helen Elizabeth, A.B.'26, A.M.'27, Univ. of Southern Calif.; D.Ed.'49, Boston Univ.; Assoc. Prof. of Psych. and Educ., R. I. Col. of Educ., Providence, R. I., since 1947.

Searle, Roger L., Supt. of Sch., Shannock, R. I.

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Trowt, B. C., Supt. of Sch., Narragansett, R. I., since 1933.

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Walsh, Michael Francis, A.B.'22, Col. of the Holy Cross; Ed.D.'43 (Hon.), Catholic Tchrs. Col. (R. I.); Commr. of Educ., Providence, R. I., since 1947.

Whelan, Joseph Arthur, Ed.B.'42, Ed.M.'51, R. I. Col. of Educ.; Supt. of Sch., North Providence, R. I., since 1952.

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SOUTH CAROLINA

Alexander, Walter Clay, B.S.'36, Clemson Col.; M.Ed.'47, Univ. of S. C.; Area Supt. of Floyds Sch., Nichols, S. C., since 1942.

Alford, George R., B.S.'31, Univ. of Okla.; Ed.M.'48, Univ. of S. C.; Supt. of Sch., Lake View, S. C., since 1943.

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Anderson, John Hugh, A.B.'14, Wofford Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Parker Sch. Dist., Greenville, S. C., since 1935.

Anderson, Marion Thomas, A.B.'29, Furman Univ.; M.A.'34, Duke Univ.; Asst. Supt. in chg. of Area 3, Greenville Co. Schs., Greenville, S. C., since 1954.

Anderson, W. R., A.B.'23, Presbyterian Col. of S. C.; M.A.'31, Emory Univ.; Supt., Laurens Co. Sch. Dist. 56, Clinton, S. C., since 1945.

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Austin, Milledge G., Jr., M.Ed.'51, Univ. of S. C.; Supt. of Sch., Elloree, S. C., since 1952.

Barbare, Ralph, A.B.'26, M.A.'31, Univ. of S. C.; Dir., Winthrop Tr. Sch., Winthrop Col., Rock Hill, S. C., since 1949.

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Beam, J. Paul, B.A.'21, Furman Univ.; Th.B.'38, Southern Baptist Theol. Sem.; M.A.'39, Duke Univ.; Dir., Union Co. Sch., Union, S. C., since 1952.

Beckham, Robert Samuel, A.B.'30, Presbyterian Col. (S. C.); M.Ed.'49, Univ. of S. C.; Prin. of A. C. Moore Sch., Columbia, S. C., since 1951.

Bickley, John Clarence, A.B.'26, Newberry Col.; M.A.'32, Univ. of S. C.; Prin. of H. S., Branchville, S. C., since 1945.

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Blanding, James D., A.B.'25, The Citadel, M.A.'34, George Peabody Col. for Tchrs.; Supt. of Sch., Dist. 17, Sumter, S. C., since 1951.

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Brasington, Dalton K., B.S.'30, The Citadel; M.Ed.'49, Univ. of S. C.; Supt., Area Schs., Lamar, S. C.

Brissie, S. C., A.B., Furman Univ.; M.A., Univ. of S.C.; Supt. of Sch., Woodruff, S. C., since 1945.

Brodie, A. L., A.B.'24, Furman Univ.; M.A.'38, Univ. of S. C.; Supt. of Sch., Monetta, S. C., since 1950

Brown, James D., A.B.'26, Newberry Col.; Newberry Co. Supt. of Educ., Newberry, S. C., since 1947.

Busbee, Cyril B., B.S.'28, M.A.'38, Univ. of S. C.; Supt. of Brookland-Cayce Sch., West Columbia, S. C., since 1943.

Cain, Ralph H., B.S.'26, Clemson Agrl. Col.; M.A.'43, Cornell Univ.; Supt. of D.A.R. Sch., Tamassee, S. C., since 1926.

Carson, (Mrs.) Louise G., A.B.'21, Winthrop Col.; M.Ed.'41, Duke Univ.; Prin. of Elem. Sch., Beaufort, S. C., since 1938.

Castine, William J., Prin. of Taylor and Watkins Schs., Columbia, S. C., since 1950.

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Chaplin, Ellen Pennington, B.M.'29, Queens-Chicora Col. (N. C.); M.Ed.'54, Univ. of S. C.; Orangeburg Co. Supt. of Educ., Orangeburg, S. C., since 1951.

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Coble, Parks M., B.A.'36, M.A.'43, Furman Univ.; Supt. of Sch. Area 1, Horry Co., Conway, S. C., since 1952

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Crow, E. R., A.B.'15, Furman Univ.; A.M. '24, Univ. of S.C.; Dir., State Educ. Finance Comm., Columbia, S. C.

Crow, Orin F., A.B.'17, Univ. of S. C.; A.M.'25, Ph.D.'31, George Peabody Col. for Tchrs.; Dean of the Faculty, Univ. of S. C., Columbia, S. C., since 1953.

Cummings, Cornelius Theodore, B.S. Arch. '36, Clemson Col.; Partner, Halsey and Cummings, Charleston, S. C., since 1939.

Dawkins, Rudolph P., B.S.A.'39, S.C. State Col., Orangeburg; Prin., Fairforest, S. C., since 1939.

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Edwards, Newton, A.B.'10, Ed.D.'42 (Hon.), Univ. of S. C.; M.A.'13, Columbia Univ.; Ph.D.'23, Univ. of Chicago; Prof. of Educ., Univ. of S. C., Columbia, S. C., since 1953.

Fort, Arthur H., A.B.'24, Wofford Col.; M.S. in Ed.'52, Clemson Agr. Col.; Prin., McCants Jr. H. S., Anderson, S. C., since 1944.

Fortson, Thomas N., B.S.'34, Univ. of S. C.; Dir., Div. of Vet. Educ., Greenville Co. Sch. Dist., Greenville, S. C., since 1949.

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Gault, Marvin G., A.B.'19, Erskine Col.; M.A.'43, George Peabody Col. for Tchrs.; Supt. of City Sch., Bamberg, S. C., since 1948.

Gettys, R. H., A.B.'33, Erskine Col.; Supt. of Sch., Westminster, S. C., since 1951.

Graham, James L., A.B.'34, Newberry Col.; Ed.M.'46, Univ. of S. C.; Supt. of Sch., Wagener, S. C., since 1941.

Gray, Wil Lou, B.A.'03, Columbia Col.; M.A.'10, Columbia Univ.; LL.D.'47, Wofford Col.; Dir., Opportunity Sch., West Columbia, S. C., since 1947.

Green, Albert, A.B.'39, Univ. of S. C.; B.D. '42, Yale Univ.; Co. Supt. of Educ., Georgetown, S. C., since 1948.

Hagood, Louis K., A.B.'12, Univ. of S. C.; Supt. of Sch., Aiken, S. C., since 1934.

Haight, Elmer Francis, B.A.'23, D.D.'44, Furman Univ.; Th.D.'26, New Orleans Baptist Theol. Sem.; M.A.'29, Tulane Univ.; Pres., Anderson Col., Anderson, S. C., since 1953.

Hair, A. B., Jr., B.S.'22, Clemson Col.; Supt. of Sch., Dist. 1, Anderson Co., Williamston, S. C., since 1938.

Hamer, J. H., Dillon Co. Supt. of Educ., Dillon, S. C., since 1953.

Harllee, John M., A.B.'17, Wofford Col.; M.A.'34, Univ. of S.C.; Supt. of Sch., Florence, S. C., since 1946.

Harman, H. Odelle, A.B.'29, M.A.'36, Univ. of S. C.; Supt. of Sch., Lexington, S. C., since 1939.

Harmon, Heyward Pickens, B.S.'35, The Citadel; Supt. of Sch. Dist. 6, North, S. C., since 1948.

Harmon, Price K., A.B.'21, Newberry Col.; M.A.'39, Univ. of S. C.; Dir. of Newberry Co. Schs., Newberry, S. C.

Harrison, (Mrs.) Nell Beckham, A.B.'18, Winthrop Col.; Calhoun Co. Supt. of Educ., St. Matthews, S. C., since 1945.

Hatchett, James Coke, B.S.'28, The Citadel; M.Ed.'46, Univ. of S. C.; Supt., Lower Richland Sch., Eastover, S. C., since 1950.

Hawkins, Sewell C., A.B.'39, M.Ed.'51, Univ. of S. C.; Supvr. of Certification, State Dept. of Educ., Columbia, S. C.

Hawthorne, Mark Fant, A.B.'28, Furman Univ.; M.Ed.'40, Duke Univ.; Supt. of Sch., Anderson, S. C., since 1945.

Hendrix, James H., B.S.'37, Newberry Col.; M.Ed.'50, Univ. of S. C.; M.A.'53, Columbia Univ.; Area Supt. of Sch., Union Co., Lockhart, S. C., since 1948.

Herndon, Joseph Earl, B.A.'32, M.A.'47, Furman Univ.; Supvg. Prin. of Fountain Inn-Simpsonville Area Sch., Fountain Inn, S. C., since 1942.

Herndon, Mike E., A.B.'24, Mercer Univ.; M.A.'36, Univ. of Ga.; Supt. of Area Sch., Liberty, S. C., since 1943.

Hite, Milton L., B.S.'30, M.Ed.'49, Univ. of S. C.; Supt. of Sch. Dist. 2, Denmark, S. C., since 1952.

Hodges, J. B., B.S.'37, Ga. Tchrs. Col.; M.Ed.'40, Duke Univ.; M.Litt.'46, Univ. of Pittsburgh; Coordinator of Instr. Serv., Co. Sch., Greenville, S. C., since 1952.

Holland, Sam Townes, A.B.'41, M.A.'51, Wofford Col.; Spartanburg Co. Supt. of Educ., Spartanburg, S. C., since 1951.

Holler, James Carlisle, A.B.'21, Wofford Col.; A.M.'43, Univ. of S. C.; State Dir. of Instr., State Dept. of Educ., Columbia, S. C., since 1952.

Holley, Daniel Lester, A.B.'28, Newberry Col.; M.A.'41, Duke Univ.; M.Ed.'49, Univ. of S. C.; Supt. of Area Sch., Darlington, S. C., since 1952.

Hoole, W. H., A.B.'36, Col. of Wooster; M.A.'37, N. Y. State Col. for Tchrs., Albany; Ed.M.'48, Univ. of S.C.; Supt. of Edisto Sch. Dist., Cordova, S. C., since 1953.

Hutchison, Wickliffe Cook, B.S.'34, M.S. '53, Clemson Col.; Admin. Supt. of Moultrie Sch. Dist. 2, Charleston Co., Mt. Pleasant, S. C., since 1953.

Jolly, Thomas Claude, Jr., B.S.'17, M.A.'37, Univ. of S.C.; Supt. of Sch., Union, S. C., since 1924.

Kellett, J. N., A.B.'26, Wofford Col.; Supt. of Sch., Seneca, S. C., since 1945.

Kinard, John Quincy, A.B.'17, Wofford Col.; M.Ed.'49, Univ. of S. C.; Supt. of Sch. Dist. 1, Springfield, S. C., since 1931.

Kinard, T. G., A.B.'29, Newberry Col.; M.A.'44, Univ. of S. C.; Supt. of Sch., Clover, S. C., since 1945

Kirk, F. M., B.S.'26, Col. of Charleston; M.A.'46, Univ. of S. C.; Supt. of Sch., Summerville, S. C., since 1946

Kirkpatrick, Palmer M., A.B.'34, Davidson Col.; M.A.'50, George Peabody Col. for Tchrs.; Dir. of Elem. Educ., Sumter, S. C., since 1952.

Kneece, Jules Verne, M.A.'45, Univ. of S. C.; Supt. of H. S., Newberry, S. C., since 1941.

Knox, Paul, A.B.'22, Wofford Col.; M.A. '30, Univ. of S. C.; Supt. of Sch., North Augusta, S. C., since 1928.

Koon, Alton Leon, A.B.'32, Wofford Col.; M.A.'39, Univ. of S. C.; Supt. of Area 4 Sch., Aynor, S. C., since 1947.

Lake, Robert Campbell, A.B.'13, Lenoir-Rhyne Col.; M.A.'35, Univ. of S. C.; Supt. of Sch., Whitmire, S. C., since 1924.

Lee, B. D., B.A.'25, M.A.'36, Wofford Col.; Supt. of Sch., Gaffney, S. C., since 1949.

Lockwood, Charles Madden, A.B.'16, Furman Univ.; M.A.'38, Univ. of S. C.; Supt. of City Sch., Johnston, S. C., since 1951.

Loggins, W. F., M.A.'28, Columbia Univ.; Ed.D.'45, New York Univ.; Supt. of Sch., Greenville, S. C., since 1940.

Lowder, Harrington Merritt, B.S.'47, Clemson Col.; M.Ed.'54, Univ. of S. C.; Supt. of Pleasant Hills Consol. Sch., Hemingway, S. C., since 1953.

McArthur, Laurin Currie, Jr., A.B.'39, A.M. '42, Univ. of S. C.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Beaufort, S. C., since 1953.

McCormac, Duncan Leon, A.B.'25, M.A.'30, Univ. of S. C.; Supt. of Sch., Pickens, S. C., since 1952.

McCracken, Joseph Glenn, B.S.'38, Wake Forest Col.; M.A.'42, Univ. of N. C.; Supt. of Sch., Spartanburg, S. C., since 1950.

McDaniel, Olin K., A.B. in Ed.'14, Univ. of S. C.; M.A. in Sch. Adm.'40, George Peabody Col. for Tchrs.; Admin., Beaufort Co. Sch. Construction Program, Beaufort, S. C., since 1953.

Mabry, T. E., A.B.'25, Erskine Col.; M.S. '34, Univ. of Ga.; Supt., Sch. Dist. 1, Inman, S. C., since 1951.

Mangum, G. C., A.B.'39, Wofford Col.; M.A. '47, Univ. of S. C.; Supt. of Sch., Ridgeland, S. C., since 1950.

Marshall, Harris Andrew, A.B.'31, Furman Univ.; M.A.'42, Duke Univ.; Supt. of Sch., Orangeburg, S. C., since 1952.

*Martin, Charles J., A.B.'30, Presbyterian Col.; M.Ed.'47, Univ. of S. C.; Asst. Supt., Co. Sch. Dist., Greenville, S. C., since 1951.

Martin, J V., A.B.'26, Presbyterian Col.; M.A.'39, Univ. of S. C.; Supt. of Sch., Dillon, S. C., since 1936.

Mellette, J. R., A.B.'30, Wofford Col.; M.Ed.'52, Univ. of S. C., Supt. of Sch., Timmonsville, S. C., since 1939.

Mobley, Robert A., Supt., Colleton Co. Sch. Dist. 2, Walterboro, S. C.

Moffat, Sam S., A.B.'33, Erskine Col.; M.A. '40, Univ. of Ga.; Supt. of City Sch., Abbeville, S. C., since 1946.

Montgomery, Marion Franklin, A.B.'17, Presbyterian Col. (S. C.); M.A.'39, Univ. of S. C.; Supt. of Sch., Kingstree, S. C., since 1941.

Munch, Charles H., B.S.'35, Ga. Tchrs. Col.; Area Supt. of Sch., Aiken Co. Sch. Dist. 1, Jackson, S. C., since 1950.

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Nixon, Drury M., B.A.'20, Furman Univ.; Supt., Dist. 5 H. S. of Spartanburg Co., Lyman, S. C., since 1950.

Ouzts, J. B., B.S.'32, Clemson Col.; M.Ed. '42, Duke Univ.; Supt. of Anderson Co. Sch. Dist. 4, since 1952, and Supt. of Sch., Pendleton, S. C., since 1943.

Padgett, C. Moye, B.S.'30, The Citadel; Colleton Co. Supt. of Sch., Walterboro, S. C., since 1949.

Paul, Allan, A.B.'14, Univ. of S. C.; Beaufort Co. Supt. of Educ., Beaufort, S. C., since 1949.

Plyler, Joe C., A.B.'35, Wofford Col.; M.Ed. '48, Univ. of S. C.; Co. Supt. of Educ., Lancaster, S. C., since 1945.

Poats, Ella, B.A.'33, Converse Col.; M.A. '48, Emory Univ.; Coordinator of Instr., City Sch., Spartanburg, S. C., since 1953.

Puette, Lyman B., M.Ed.'48, Univ. of S. C.; Supt. of Allendale Sch. Dist. 1, Fairfax, S. C., since 1951.

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Richards, John Gardiner, Jr., A.B.'09, Davidson Col.; Supt. of Area 1 Schs., Camden, S. C., since 1917.

Roberts, E. H., A.B.'38, Newberry Col.; M.A.'50, Univ. of S. C.; Supt., Upper Colleton Co. Sch. Dist. 1, Smoaks, S. C., since 1952.

Robison, J. D., A.B.'13, Erskine Col.; Dir., S. C. Sch. Bk. Commn., Columbia, S. C., since 1938.

Rogers, George Calvin, B.S.'10, The Citadel; M.A.'28, Columbia Univ.; Supt. of Sch., Charleston, S. C., since 1946.

Rutland, A. J., A.B.'24, Newberry Col.; M.Ed.'46, Univ. of S. C.; Co. Supt. of Sch., Aiken, S. C., since 1946.

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Seaborn, Coleman Blease, A.B.'20, M.A.'40, Dir., Div. of Sch. Admin. and Finance, State Dept. of Educ., Columbia, S. C., since 1947.

Silcox, Willard A., B.S.'33, Col. of Charleston; Dir. of Athletics, Col. of Charleston, Charleston, S. C., since 1939.

Sims, Henry R., A.B.'13, LL.D.'45, Wofford Col.; Pres., Winthrop Col., Rock Hill, S. C., since 1944.

Smith, Ellison M., B.A.'23, M.A.'26, Univ. of S. C.; Ph.D.'34, George Peabody Col. for Tchrs.; Admin. Supt., Co. Sch. Dist. 60, Abbeville, S. C., since 1952.

Smith, Patrick Chesley, B.S.'36, Univ. of S. C.; Asst. Dir. of State Educ. Finance Commn., Columbia, S. C., since 1951.

Smith, William Arthur, B. A.'29, Furman Univ.; M.Ed.'40, Duke Univ.; Supt. of Sch., Bennettsville, S. C., since 1950.

Smith, William W., B.S.'38, Furman Univ.; Asst. Dir., Div. of Veteran's Educ., Greenville Co. Sch. Dist., Greenville, S. C., since 1948.

Southerlin, William Broadus, B.A.'29, Furman Univ.; M.A.'43, Univ. of S. C.; Supvr., Schoolhouse Planning, State Educ. Finance Commn., Columbia, S. C., since 1948.

Spann, J. H., Jr., B.S.Ed.,'37, M.A.'41, Univ. of S. C.; Supt. of Sch., Myrtle Beach, S. C., since 1950.

Stoddard, Hugh T., A.B.'30, M.A.'37, Univ. of S. C.; Supt. of Sch., Co. Dist. 2, Sumter, S. C., since 1952.

Stoudemire, Emory Blair, A.B.'23, Newberry Col.; Supt. of Sch., Walhalla, S. C., since 1926.

Suhrstedt, Frederick John, B.S.'34, The Citadel; M.A.'39, Univ. of S. C.; Supt. of Sch., Brunson, S. C., since 1948.

Sullivan, Walter Caswell, A.B.'17, A.M.'18, Univ. of S. C.; Supt. of Sch., Rock Hill, S. C., since 1938.

Swygert, Ralph H., A.B.'29, Newberry Col.; Supt. of Sch., Iva, S. C., since 1945.

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Tolbert, Emmie Marguerite, A.B.'14, Winthrop Col.; M.A.'51, Furman Univ.; State Supvr. of Adult Educ., State Dept. of Educ., Columbia, S. C., since 1943.

Trammell, Walter C., Jr., B.A.'39, Wofford Col.; M.Ed.'51, Univ. of S. C.; Supt., Indiantown Area Sch., Hemingway, S. C., since 1952.

Tucker, Cecil I., B.S.'38, Ala. State Tchrs. Col., Livingston; M.A.'47, Univ. of Ala.; Ed.D.'52, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of S. C., Columbia, S. C., since 1951.

Ulmer, T. H., A.B.'24, Furman Univ.; M.A.'44, George Peabody Col. for Tchrs.; Supt. of Sch., Hartsville, S. C., since 1950.

Varn, Guy L., A.B.'27, Wofford Col.; M.A. '42, Univ. of S. C.; Supt. of Sch., Columbia, S. C., since 1951.

Verdin, Thomas Marion, Jr., B.S.'27, M.A. '41, Furman Univ.; Dir. of Rural Serv., Greenville, S. C., since 1952.

Ward, W. H., A.B.'14, Furman Univ.; Dir., Extension Div., Univ. of S. C., Columbia, S. C., since 1937.

Watkins, Ralph Eugene, Jr., B.S.'38, Clemson Agrl. Col.; M.Ed.'48, Univ. of Ga.; Area Supt. of Sch., Calhoun Falls, S. C., since 1947.

Weldon, William Heathley, A.B.'29, Presbyterian Col.; M.A.'41, Furman Univ.; Supt. of Sch. Dist. 9, Manning, S. C., since 1949.

White, Henry A., A.B.'31, M.A.'40, Univ. of S. C.; Supt. of City Sch., Georgetown, S. C., since 1946.

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Woodson, Camillus C., A.B.'28, Benedict Col.; M.A.'44, Univ. of Mich.; Prin., Carver H. S., Spartanburg, S. C., since 1932.

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Berger, Harry S., B.S. in Ed.'19, Northeast Mo. State Tchrs. Col.; M.A. in Ed.'29, Univ. of Mo.; Supt. of Sch., Deadwood, S. Dak., since 1928.

Bergquist, Ernest B., B.A.'02, Gustavus Adolphus Col.; M.A.'30, Univ. of Minn.; Supt. of Sch., Rapid City, S. Dak., 1929-54 (retired).

Douglas, E. L., B.S.'38, Eastern Ky. State Col.; M.E.'50, Univ. of S. Dak.; Supt. of Sch., Lennox, S. Dak., since 1950.

Ehlers, O. K., B.A.'28, Concordia Col.; Supt. of Sch., Wakpala, S. Dak., since 1949.

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Hald, Robert E., B.S. in Ed.'38, Northern State Tchrs. Col. (S. Dak.); M.A.'45, Univ. of Minn.; Supt. of Sch., Clark, S. Dak.

Headley, John W., B.S.'31, Eastern State Normal Sch. (S. Dak.); M.A.'34, Ed.D. '41, Colo. State Col. of Educ.; Pres., S. Dak. State Col. of A. and M. Arts, Brookings, S. Dak.

Holgate, Clare H., B.S.'28, Dakota Wesleyan Univ.; M.S.'41, Univ. of Wis.; Supt. of Sch., Aberdeen, S. Dak., since 1951.

Holgate, E. L., B.A.'30, Dakota Wesleyan Univ.; M.E.'45, Univ. of S. Dak.; Supt. of Sch., Mobridge, S. Dak., since 1948.

Humkins, Ralph V., B.A.'14, Univ. of Nebr.; M.A.'21, Univ. of Chicago; D.Litt.'36, Dakota Wesleyan Univ.; Supt. of Sch., Lead, S. Dak., since 1922.

Iverson, H. W., A.B.'25, Augustana Col.; M.A.'41, Univ. of S. Dak.; Supt. of Sch., Groton, S. Dak., since 1938.

Jonas, Russell E., B.S. in Ed.'31, Northern State Tchrs. Col. (S. Dak.); M.A.'34, Ph.D.'36, State Univ. of Iowa; Pres., Black Hills Tchrs. Col., Spearfish, S. Dak., since 1942.

Kramer, J. Howard, B.A.'24, Univ. of S. Dak.; M.A.'30, State Univ. of Iowa; Ed.D. '43, Colo. State Col. of Educ.; Head, Dept. of Educ., S. Dak. State Col. of A. and M. Arts, Brookings, S. Dak., since 1954.

Lindsey, Mervin E., B.A.'24, Huron Col.; M.A.'34, Univ. of Colo.; Supt. of Sch., Custer, S. Dak., since 1924.

Long, Margaret A., B.A.'54, Huron Col.; Beadle Co. Supt. of Sch., Huron, S. Dak., since 1941.

Lovinger, Warren C., B.A.'42, M.A.'44, Mont. State Univ.; Ed.D.'47, Columbia Univ.; Pres., Northern State Tchrs. Col., Aberdeen, S. Dak., since 1951.

Lundy, Andrew M., B.A.'37, Augustana Col.; M.A.'47, Univ. of S. Dak.; Supt. of Sch., Gettysburg, S. Dak.

*Lyon, Don O., B.A.'50, Westmar Col. (Iowa); M.Ed.'52, Univ. of S. Dak.; Supt. of Sch., Iroquois, S. Dak., since 1954.

Marquette, Harvey E., B.S.'26, S. Dak. State Col. of Agrl. and Mech. Arts; M.A. '33, Univ. of Minn.; Supt. of Sch., Milbank, S. Dak., since 1946.

Mikkelsen, E. C., B.A.'28, Yankton Col.; M.A.'36, Univ. of S. Dak.; Supt. of Sch., Spearfish, S. Dak., since 1945.

Miller, Dwight D., M.A.'30, Univ. of Ill.; Supt. of Sch., Watertown, S. Dak., since 1940.

Morgen, Fred S., B.S. in Ed.'26, Northern State Tchrs. Col. (S. Dak.); M.S. in Ed. '40, Univ. of Wyo.; Supt. of Sch., Pollock, S. Dak., since 1936.

Pyles, Albert T., B.A.'35, Fairmont State Tchrs. Col.; Reservation Prin., Pine Ridge, S. Dak., since 1947.

Raabe, Stanley B., B.A.'49, Luther Col. (Iowa); Supt. of Sch., Henry, S. Dak., since 1954.

Reynolds, Merton L., B.S.'27, S. Dak. State Col. of Agrl. and Applied Arts; M.A.'40, Univ. of Minn.; Supt. of Sch., Pierre, S. Dak., since 1948.

Skarda, Edward W., B.S.'35, Univ. of Minn.; M.A.'40, Univ. of S. Dak.; Supt. of Sch., Sioux Falls, S. Dak., since 1950.

Slocum, James F., B.A.'30, Yankton Col.; M.A.'41, Univ. of S. Dak.; Supt. of Sch., Huron, S. Dak., since 1950.

Sonstegard, Ansel P., M.A.'43, Univ. of S. Dak.; Supt. of Sch., Redfield, S. Dak., since 1950.

Stevens, Paul C., A.B.'26, M.A.'36, Univ. of Denver; Supt. of Sch., Rapid City, S. Dak., since 1954.

Thompson, Floyd, B.A.'40, Huron Col.; M.E.'48, Univ. of S. Dak.; Supt. of Sch., Madison, S. Dak., since 1952.

Uecker, Lloyd T., B.A.'26, M.A.'37, Univ. of S. Dak.; Supt. of Sch., Mitchell, S. Dak., since 1947.

Vanden Berge, H. O., B.A.'31, Yankton Col.; M.E.'47, Univ. of S. Dak.; Supt. of Sch., Vermillion, S. Dak., since 1947.

White, C. E., M.A.'40, Univ. of S. Dak.; Supt. of Sch., Canton, S. Dak., since 1948.

Witter, Sanford C., B.A., Carroll Col.; M.Ed.'47, Marquette Univ.; Supt. of Sch., Black Hills Ordnance Depot, Igloo, S. Dak., since 1952.

Woodward, Harry R., A.B.'16, Litt.D.'42, Dakota Wesleyan Univ.; A.M.'29, Stanford Univ.; Supt. of Sch., Hot Springs, S. Dak., since 1922.

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Arrants, John H., A.B.'16, M.S.'32, Univ. of Tenn.; Supt. of Sch., Johnson City, Tenn., since 1946.

Askins, Ralph W., B.S.'30, Tenn. State Tchrs. Col., Murfreesboro; Supt. of City Sch., Fayetteville, Tenn., since 1941.

Baker, John Rufus, B.S.'23, Univ. of Tenn.; Maury Co. Supt. of Sch., Columbia, Tenn., since 1934.

Baker, Roy N., B.S.'34, Memphis State Col.; M.A.'44, George Peabody Col. for Tchrs.; Pres., Bethel Col. and the Cumberland Presbyterian Theol. Sem., McKenzie, Tenn., since 1944.

Ball, Ernest C., B.S.'26, Memphis State Col.; M.A.'36, George Peabody Col. for Tchrs.; Supt. of Sch., Memphis, Tenn., since 1935.

Barksdale, James A., M.A.'36, Univ. of Colo.; Acting Assoc. Prof. of Educ., Col. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1952.

Barnes, George H., B.S.'28, Univ. of Ill.; Supt. of Co. Sch., Memphis, Tenn., since 1951.

Bass, F. E., Exec. Secy., Tenn. Educ. Assn., Nashville, Tenn., since 1950.

Bass, W. A., B.A.'28, Univ. of Tenn.; M.A. '28, Univ. of Chicago; Supt. of Sch., Nashville, Tenn., since 1938.

Bates, Creed F., A.B.'14, Univ. of Chattanooga; A.M.'24, Columbia Univ.; Prin., H. S., Chattanooga, Tenn.

Black, Charles R., B.A.'25, Maryville Col.; M.A.'49, Univ. of Tenn., Supt. of Sch., Harriman, Tenn., since 1938.

Black, R. E., B.S.'26, Union Univ. (Tenn.); Crockett Co. Supt. of Sch., Alamo, Tenn., since 1949.

Bowen, Hilliard A., Ph.D.'46, Ohio State Univ.; Chmn., Sch. of Educ., Tenn. A. and I. Univ., Nashville, Tenn., since 1951.

Bower, Thomas C., B.S.'35, M.S.'41, Univ. of Tenn.; Supt. of Sch., Cleveland, Tenn.

Brown, Glennon C., B.A.'28, Bridgewater Col.; M.S.'47, Univ. of Tenn.; Greene Co. Supt. of Sch., Greeneville, Tenn., since 1948.

Bryant, Susie Owens, Ph.D.'43, N. Y. Univ.; Admin. Asst. in Instr., Tenn. A. and I. State Univ., Nashville, Tenn., since 1953.

Buckner, J. Guy, A.B.'30, Carson-Newman Col.; Supt. of Sch., Lenoir City, Tenn., since 1943.

Capehart, Bertis E., A.B.'35, DePauw Univ.; A.M.'40, Ed.M.'50, Univ. of Ill.; Ed.D. '53, Univ. of Tenn.; Acting Supt of Sch., Oak Ridge, Tenn., since 1954.

Cope, Quill E., B.S.'33, Tenn. Polytech. Inst.; M.A.'36, M.Ed.'44, George Peabody Col. for Tchrs.; Ed.D.'52, New York Univ.; State Commr. of Educ., Nashville, Tenn., since 1953.

Crider, Basil J., B.S.'34, Murray State Col.; M.A.'48, George Peabody Col. for Tchrs.; Supt. of Pub. Sch., Bells, Tenn., 1936-44, and since 1946.

Crump, Oliver Wendell, Consultant, State Dept. of Educ., Tenn. Agr. and Indus. State Univ., Nashville, Tenn.

Curtis, Claude D., M.S. in Ed.'35, Univ. of Tenn.; Supt. of City Sch., Maryville, Tenn., since 1952.

Davis, Mack Parker, A.B.'34, Carson-Newman Col.; M.Ed.'42, Univ. of Tenn.; Dir., East Tenn. State Col. Tr. Sch., and Exec. Secy. East Tenn. Educ. Assn., Inc., East Tenn. State Col., Johnson City, Tenn., since 1947.

Denton, David Crockett, A.B.'27, Carson-Newman Col.; Supt. of Jefferson Co. Sch., Dandridge, Tenn., since 1944.

Denton, James C., B.S.'48, Bethel Col.; M.A.'53, George Peabody Col. for Tchrs.; Supt. of Carroll Co. Sch., Huntingdon, Tenn., since 1951.

Derthick, Lawrence G., B.A.'27, LL.D.'53, Milligan Col.; M.A.'30, Univ. of Tenn.; LL.D.'54, Univ. of Chattanooga; Pres., American Assn. of Sch. Admin., 1953-54; Supt. of Sch., Chattanooga, Tenn., since 1942.

Dossett, Burgin E., A.B.'22, Univ. of Tenn.; M.A.'24, Harvard Univ.; LL.D. '47, Bob Jones Univ.; Pres., East Tenn. State Col., Johnson City, Tenn., since 1949.

Dowtin, J. V., A.B.'26, Bethel Col. (Tenn.); B.S.'29, M.A.'40, George Peabody Col. for Tchrs.; Prin., H. S., Kenton, Tenn., since 1943.

Doyle, Mildred E., B.S. in Ed.'40, M.Ed. '44, Univ. of Tenn.; Knox Co. Supt. of Sch., Knoxville, Tenn., since 1946.

Dugger, Thomas A., Jr., B.S.'34, East Tenn. State Col.; M.S.'49, Univ. of Tenn.; Supt. of Sch., Elizabethton, Tenn., since 1946.

Emerson, Don N., B.S.'31, Milligan Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Franklin, Tenn., since 1947.

Evans, Clyde, B.S.'48, Middle Tenn. State Col.; Supt. of City Sch., Manchester, Tenn., since 1949.

Finchum, Ralph N., B.A.'28, M.S.'36, Ed.D. '53, Univ. of Tenn.; Supt. of City Sch., Clinton, Tenn., since 1947.

Fisher, C. F., B.S.'27, George Peabody Col. for Tchrs.; Robertson Co. Supt. of Sch., Springfield, Tenn., 1933-46, and since 1949.

Fitzgerald, N. E., B.S. in Ed.'15, B.S. in Agr.'17, Univ. of Mo.; M.S.'26, Cornell Univ.; Dean, Col. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1943.

Frost, Norman, A.B.'09, Oberlin Col.; M.A. '13, Ph.D.'21, Tchrs. Col., Columbia Univ.; Educ. Consultant, American Inst. of Co-operative Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1953.

Furney, Charles Phillip, Sr., B.S. in Ed. '39, M.A.'43, Kent State Univ.; Prin. of Highland View Elem. Sch., Oak Ridge, Tenn., since 1944.

Gentry, Richard Henry, B.S.'50, Austin Peay State Col.; M.A.'54, George Peabody Col. for Tchrs.; Humphreys Co. Supt. of Sch., Waverly, Tenn., since 1950.

Gibbs, James E., Jr., B.S.'34, M.A.'39, Ed.D.'53, George Peabody Col. for Tchrs.; Dir. of Research, Tenn. State Dept. of Educ., Nashville, Tenn., since 1952.

Gilliland, John W., A.B.'27, Southwest Mo. State Tchrs. Col., Springfield; M.A.'31, Univ. of Mo.; Ed.D.'49, New York Univ.; Prof. of Educ. Admin., Univ. of Tenn., Knoxville, Tenn., since 1949.

Goddard, V. F., B.A.'13, Maryville Col.; M.A.'28, Univ. of Mich.; Supt. of Sch., Alcoa, Tenn., since 1924.

Goslin, Willard E., B.S.'22, Northeast Mo. State Tchrs. Col., Kirksville; M.A.'29, Univ. of Mo.; LL.D. (Hon.)'49, Occidental Col.; Pres., American Assn. of Sch. Admin., 1948-49; Chmn., Div. of Educ. Admin. and Community Development, George Peabody Col. for Tchrs., Nashville, Tenn., since 1951.

Graff, Orin B., B.S.'29, Ohio Northern Univ.; M.A.'34, Ph.D.'41, Ohio State Univ.; Head, Dept. of Educ. Admin. and Supvn., Col. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1944.

*Grove, Robert N., B.S.'39, Pa. State Tchrs. Col., Millersville; M.A.'48, Ed.D.'50, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Chattanooga, Tenn., since 1949.

Headden, Harmon C., B.S.'30, Tenn. State Tchrs. Col., Memphis; M.A.'31, Columbia Univ.; Pres., Tenn. Equipment and Supply Co., Nashville, Tenn., since 1948.

Hill, Henry H., A.B. and M.A.'21, Univ. of Va.; Ph.D.'30, Tchrs. Col., Columbia Univ.; L.H.D.'54, Columbia Univ.; Pres., American Assn. of Sch. Admin., 1946-47; Pres., George Peabody Col. for Tchrs., Nashville, Tenn., since 1945.

Hobgood, Baxter E., M.A.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Murfreesboro, Tenn., since 1945.

Hodges, Theron H., Dir., Field Serv., Tenn. Tchrs. Retirement System, Nashville, Tenn., since 1952.

Holt, A. D., Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., Natl. Educ. Assn., 1949-50; Vicepres., Univ. of Tenn., Knoxville, Tenn., since 1953.

Holt, Charles W., B.S.'33, Middle Tenn. State Col.; M.A.'48, George Peabody Col. for Tchrs.; Lawrence Co. Supt. of Sch., Lawrenceburg, Tenn., since 1951.

Human, W. D., B.S.'33, Tenn. Polytech. Inst.; Supt., Morgan Co. Sch., Wartburg, Tenn., since 1948.

Hyder, Gretchen, B.A.'22, Milligan Col.; M.A.'29, George Peabody Col. for Tchrs.; Assoc. Prof. of Educ., East Tenn. State Col., Johnson City, Tenn., since 1938.

Hyder, S. P., B.A.'30, Carson-Newman Col.; M.S.'45, Univ. of Tenn.; Prin., H. S., Elizabethton, Tenn., since 1945.

Inman, William O., B.S.'25, M.A.'48, George Peabody Col. for Tchrs.; Supt. of Sch., Paris, Tenn., since 1933.

Irwin, Frank E., B.S. in Ed.'38, Univ. of Tenn.; Anderson Co. Supt. of Sch., Clinton, Tenn., since 1949.

Jeffords, Dexter M., B.A.'42, Syracuse Univ.; M.A.'47, Tchrs. Col., Columbia Univ.; Bus. Dir. of Pub. Sch., Oak Ridge, Tenn., since 1950.

Johnston, (Mrs.) Eula A., M.A.'38, Tchrs. Col., Columbia Univ.; Hamilton Co. Supvr. of Sch., Chattanooga, Tenn., since 1925.

King, Kermit C., Head, Dept. of Sec. Educ., Tenn. A. and I. State Univ., Nashville, Tenn.

Knuckles, James O., B.S.'47, M.S.'49, Univ. of Tenn.; Dir. of Instr., Clarksville, Tenn., since 1951.

Lee, Robert E., B.S.'27, State Col.; M.A. '38, George Peabody Col. for Tchrs.; Supt., City Sch., Tullahoma, Tenn., since 1935.

Lindman, Erick Leroy, A.B.'31, Whitman Col.; M.A.'39, Ph.D.'48, Univ. of Wash.; Prof. of Sch. Admin. and Finance, George Peabody Col. for Tchrs., Nashville, Tenn., since 1952.

Lowe, Everette C., Prin. of Wynn H. S., Habersham, Tenn.

McClurkin, W. D., A.B.'29, Hendrix Col.; M.S.'34, Univ. of Ark.; Ph.D.'40, George Peabody Col. for Tchrs.; Dir., Div. of Field Serv., George Peabody Col. for Tchrs., Nashville, Tenn.

McKee, Clinton O., B.A.'36, Univ. of Tenn.; M.A.'39, M.Ed.'41, Ed.D.'52, George Peabody Col. for Tchrs.; Assoc. Prof. of Educ., Austin Peay State Col., Clarksville, Tenn., since 1952.

Maddox, J. C., A.B.'30, Murray State Tchrs. Col. (Ky.); M.A.'38, George Peabody Col. for Tchrs.; Supt. of City Sch., Union City, Tenn., since 1949.

Moore, C. H., A.M.'17, George Peabody Col. for Tchrs.; Supt. of Sch., Clarksville, Tenn., since 1927.

Moore, H. Claude, B.S. in Ed.'29, Univ. of Tenn.; M.S. in Sch. Adm.'41, George Peabody Col. for Tchrs.; Dyer Co. Supt. of Sch., Dyersburg, Tenn., since 1945.

Moss, J. E., B.S.'26, Univ. of Tenn.; M.A. '28, George Peabody Col. for Tchrs.; Davidson Co. Supt. of Sch., Nashville, Tenn., since 1949.

New, Wilson, B.S. in Ed.'11, Valparaiso Univ.; M.S. in Ed.'33, Univ. of Tenn.; Supt. of Sch., Knoxville, Tenn., since 1949.

Newport, Lamar, M.S.'40, Univ. of Tenn.; Bursar, Memphis State Col., Memphis, Tenn., since 1943.

Nunley, J. L., B.S.'26, Tenn. State Tchrs. Col., Murfreesboro; Supt. of Sch., McMinnville, Tenn., since 1945.

Parker, Hilary D., B.S.'40, Middle Tenn. State Col.; M.A.'46, George Peabody Col. for Tchrs.; Dir. of Tr. Sch., Middle Tenn. State Col., Murfreesboro, Tenn., since 1954.

Peavyhouse, Claude A., B.S.'41, Tenn. Polytech. Inst.; Fentress Co. Supt. of Sch., Jamestown, Tenn., since 1952.

Pickel, T. Wesley, Asst. Dir., Schoolhouse Planning and Transportation, State Dept. of Educ., Nashville, Tenn., since 1943.

Pierce, Truman M., Ph.D.'46, Columbia Univ.; Prof. of Educ. and Dir., CPEA, George Peabody Col. for Tchrs., Nashville, Tenn.

Pinkston, Marquis L., B.A. and B.S.'40, Bethel Col. (Tenn.); M.A. in Ed. Adm. '49, George Peabody Col. for Tchrs.; Supt. of City Sch., Greeneville, Tenn., since 1950.

Pullias, Athens Clay, B.A.'31, LL.B.'32, Cumberland Univ.; B.D.'34, Vanderbilt Univ.; Pres., David Lipscomb Col., Nashville, Tenn., since 1946.

Rasnake, Marshall E., B.S.'47, Univ. of Tenn.; M.A.'49, Columbia Univ.; Campbell Co. Supt. of Sch., Jacksboro, Tenn., since 1952.

Ray, Dennie Ezell, Sr., B.S.'26, A.M.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Jackson, Tenn., since 1946.

Robertson, Ralph E., B.S.'47, Western Carolina Tchrs. Col. (N. C.); M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Oneida, Tenn., since 1950.

Robison, R. M., B.A.'24, Southwestern at Memphis; M.A.'31, George Peabody Col. for Tchrs.; Dean, Memphis State Col., Memphis, Tenn., since 1946.

Sandborn, William C., B.S.'36, Madison Col.; M.A.'38, George Peabody Col. for Tchrs.; Dean, Madison Col., Madison College, Tenn., since 1952.

Sexton, Earl E., B.S.'39, Middle Tenn. State Col.; M.A.'51, Murray State Col. (Ky.); Stewart Co. Supt. of Sch., Dover, Tenn., since 1948.

Shannon, W. A., B.S.'39, Middle Tenn. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of City Sch., Morristown, Tenn., since 1953.

Shore, Joel, B.S. in Ed.'49, Univ. of Tenn.; M.A.'53, George Peabody Col. for Tchrs.; Supt. of Obion Co. Sch., Union City, Tenn., since 1953.

Shoulders, W. B., M.S.'37, Univ. of Tenn.; Dir., Div. of Equalization, State Dept. of Educ., Nashville, Tenn., since 1942.

Smith, J. Millard, B.S.'29, Memphis State Col.; M.A.'30, George Peabody Col. for Tchrs.; Pres., Memphis State Col., Memphis, Tenn., since 1950.

Smith, Q. M., Pres., Middle Tenn. State Col., Murfreesboro, Tenn.

Smith, Roy C., B.S.'36, Middle Tenn. State Col.; Hamilton Co. Supt. of Sch., Chattanooga, Tenn., since 1951.

Smith, S. L., B.A.'11, D.Ed.'32, Southwestern; M.A.'18, George Peabody Col. for Tchrs.; Provost Emeritus, George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.

Strange, Thomas H., B.S.'31, Union Univ.; M.A.'49, George Peabody Col. for Tchrs.; Supt. of Sch., Alamo, Tenn., since 1935.

Swick, Dana F., M.Ed.'48, Ohio Univ.; Dir. of Instr., City Sch., Kingsport, Tenn., since 1952.

Thomas, Ervin H., M.A.'40, George Peabody Col. for Tchrs.; Supt. of City Sch., Shelbyville, Tenn., since 1946.

Turman, Rex C., B.S.'30, Tenn. State Tchrs. Col., Murfreesboro; M.A.'52, George Peabody Col. for Tchrs.; Prin. of Central H. S., Savannah, Tenn., since 1942.

Turner, W. E., A.B.'24, M.S.'31, Univ. of Tenn.; State Dir., Div. of Negro Educ., State Dept. of Educ., Nashville, Tenn., since 1930.

Turpen, H. H., B.S.'38, Middle Tenn. State Col.; M.A.'49, George Peabody Col. for Tchrs.; Asst. Supt. of City Sch. in chg. of Finance, Nashville, Tenn.

Upperman, Harry Lee, A.B.'22, M.A.'28, Syracuse Univ.; D.D.'29, Simpson Col.; Pres., Baxter Sem., Baxter, Tenn., since 1923.

Waters, George Hugh, B.A.'33, Vanderbilt Univ.; M.A.'40, George Peabody Col. for Tchrs.; General Supvr. of Sec. Educ., Pub. Sch., Nashville, Tenn., since 1944.

Wheeler, Arville, A.B.'26, Centre Col.; M.A. '35, Univ. of Chicago; Ph.D.'39, Cornell Univ.; Prof. of Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.

Wicke, Myron F., A.B.'30, Baldwin-Wallace Col.; A.M.'34, Ph.D.'41, Western Reserve Univ.; Secy., Dept. of Higher Educ., Methodist Bd. of Educ., Nashville, Tenn., since 1949.

Williams, Margaret, B.A.'31, Southwestern at Memphis; M.A.'44, George Peabody Col. for Tchrs.; Dir. of Personnel and Research, City Sch., Memphis, Tenn., since 1948.

Windrow, J. E., M.A.'25, Ph.D.'37, George Peabody Col. for Tchrs.; Dir. of Pub. Serv., George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.

Wirth, Fremont P., Ph.D.'25, Univ. of Chicago; Prof., George Peabody Col. for Tchrs.; Nashville, Tenn., since 1926.

Womack, Darwin W., B.S.'49, M.S.'53, Univ. of Tenn.; Supt. of Sch., Rockwood, Tenn., since 1953.

Wright, Kenneth Albert, M.S. in Ed.'38, Cornell Univ.; Pres., Southern Missionary Col., Collegedale, Tenn., since 1943.

INSTITUTIONAL MEMBERS

East Tenn. State Col., Library, Johnson City, Tenn.

George Peabody Col. for Tchrs., Library, Nashville, Tenn.

Middle Tenn. State Col., Library, Murfreesboro, Tenn.

TEXAS

Abshier, Clyde, B.S.'31, Sam Houston State Tchrs. Col.; M.A.'36, Univ. of Mo.; Supt. of Indep. Sch. Dist., Deer Park, Texas, since 1940.

Adams, J. C., B.S.'27, Sam Houston State Tchrs. Col.; M.S.'39, A. and M. Col. of Texas; Supt. of Indep. Sch. Dist., Kirbyville, Texas, since 1948.

Akridge, R. W., B.A.'36, M.A.'40, Southwest Texas State Tchrs. Col.; Supt. of East and Mt. Houston Indep. Sch. Dist., Houston, Texas, since 1954.

Alderdice, Joseph Lloyd, B.A.'39, M.A.'47, North Texas State Tchrs. Col.; Supt. of Sch., Rankin, Texas, since 1953.

Allen, Bill N., M.A.'50, North Texas State Col.; Supt. of Sch., Ira, Texas, since 1951.

Allen, Howard A., B.A.'16, Morningside Col.; M.A.'46, Texas Christian Univ.; Prin., W. H. Adamson H. S., Dallas, Texas, since 1935.

Allenson, Frank W., M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Sch., Brenham, Texas, since 1942.

Alves, H. F., B.A.'27, Southwest Texas State Tchrs. Col.; M.A.'28, Univ. of Texas; Dir., Southwest CPEA, Univ. of Texas, Austin, Texas, since 1950.

Alvis, James C., B.S.'31, Southwestern State Tchrs. Col. (Okla.); M.S.'43, North Texas State Col.; Supt. of Rural H. S. Dist., Bandera, Texas, since 1945.

Ammons, Peyton Alvis, M.Ed.'46, Texas Tech. Col.; Supt. of Frenship Sch., Wolfforth, Texas, since 1951.

Anderson, J. A., M.A.'32, Univ. of Colo.; Supt. of Sch., Lufkin, Texas.

Anderson, S. M., Supt., Petronila Independent Sch. Dist., Robstown, Texas.

Andrews, Wallace C., B.S.'42, Univ. of Texas; Supt. of Sch., Gregory, Texas, since 1944.

Appleby, Kent, B.A.'34, Howard-Payne Col.; Supt. of Sch., Clifton, Texas, since 1942.

Arnaud, E. E., B. A.'35, M.A.'42, St. Mary's Univ. of San Antonio; Supt. of Edgewood Sch. Dist., San Antonio, Texas, since 1948.

Ashburn, G. L., B.S.'10, Baylor Univ.; Prin., Woodrow Wilson H. S., Dallas, Texas, since 1927.

Ashworth, Robert K., B.A.'34, East Texas State Tchrs. Col.; M.A.'39, Southern Methodist Univ.; Supt. of Sch., Kilgore, Texas, since 1952.

Awalt, A. B., B.S.'28, Univ. of Texas; Supt. of Indep. Sch. Dist., Frankston, Texas.

Bailey, Gordon Arthur, M.Ed.'46, Univ. of Texas; Prin. of Allan Jr. H. S., Austin, Texas, since 1953.

Baines, Alberta, 5022 Madalyn, Houston, Texas.

Baker, Harry C., M.A.'30, Univ. of Texas; Supt. of Sch., Tobasco Community Independent Sch. Dist., La Joya, Texas, since 1948.

Baker, Oscar J., M.Ed.'39, Univ. of Texas; Supt. of Sch., Dickinson, Texas, since 1946.

Baker, (Mrs.) Vallie, M.A.'47, Stephen F. Austin State Col.; Elem. Supvr. of Sch.; Carthage, Texas, since 1948.

Ballew, Harvey C., M.S.'39, North Texas State Col., Denton; Supt. of Independent Sch. Dist., Lampasas, Texas, since 1949.

Banks, Buford C., B.A.'30, Southwestern Univ.; M.A.'48, Texas Col. of Arts and Indus.; Supt. of Sch., Robstown, Texas, since 1947.

Barber, William G., B.S.'45, M.A.'49, East Texas State Tchrs. Col.; Supt. of Sch., Liberty, Texas, since 1954.

Barker, Ernest A., M.A.'32, George Peabody Col. for Tchrs.; Supt. of Sch., Honey Grove, Texas, since 1934.

Barnes, J. C., B.A.'36, Southwestern Univ. (Texas); M.A.'40, Univ. of Texas; Supt. of Sch., Georgetown, Texas, since 1948.

Barnett, Harold R., B.S.'37, Univ. of Mo.; M.A.'46, West Texas State Col.; Supt. of Indep. Sch., Friendswood, Texas, since 1954.

Barrett, W. T., M.Ed.'47, Univ. of Texas; Supt. of Pub. Sch., Odessa, Texas, since 1952.

Barron, John F., B.A.'31, Southwest Texas State Tchrs. Col.; M.A.'39, Texas Col. of Arts and Indus.; Supt. of Sch., San Benito, Texas, since 1954.

Barrow, Melvin B., M.Ed.'53, Univ. of Houston; Supt. of Indep. Sch. Dist., Brazoria, Texas, since 1934.

Barry, James Gordon, B.A.'27, Baylor Univ.; M.A.'36, Univ. of Texas; Supt. of Sch., Hondo, Texas, 1928-42 and since 1950.

Bean, Frank C., M.A.'43, East Texas State Tchrs. Col.; Supt. of Sch., Omaha, Texas, since 1950.

Beard, John L., Univ. of Texas, '48; Supt. of Sch., Irving, Texas, since 1949.

Beard, Roy J., Star Engraving Co., Houston, Texas.

Betts, Floyd G., B.A.'26, Southwestern Univ.; M.A.'26, Southern Methodist Univ.; Pres., Port Arthur Col., Port Arthur, Texas, since 1950.

Betts, J. D., B.S.'30, East Texas State Tchrs. Col., Commerce; M.S.'40, Agrl. and Mech. Col. of Texas; Dist. Supt. of Sch., Gladewater, Texas, since 1949.

Betts, Wilson T., B.M.'20, Col. of Chaumont (France); B.S.'23, M.A.'25, Southwestern Univ.; Supt. of Indep. Sch. Dist., Alvarado, Texas, since 1951.

Bird, Arthur Otis, B.S.'30, M.A.'42, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Gonzales, Texas, since 1936.

Black, Ernest Howard, B.A.'19, Univ. of Okla.; M.A.'29, Columbia Univ.; Ed.D. '47, Univ. of Houston; Supt. of Sch., La Marque, Texas, since 1944.

Blankenship, William Clayton, M.S.'37, Southern Methodist Univ.; Supt. of Sch., Big Spring, Texas, since 1928.

Bledsoe, Andrew T., B.A.'39, Sam Houston State Tchrs. Col. (Texas); M.Ed.'48, Univ. of Houston; Supt. of Sch., Sweeny, Texas, since 1949.

Boone, James L., Sr., B.S. in Rural Ed., '37, Agrl. and Mech. Col. of Texas; M.S. in Ed.'40, Univ. of Houston; Supt. of Sch., Needville, Texas, since 1947.

Bounds, Clyde C., B.S.'37, Sam Houston State Tchrs. Col. (Texas); M.Ed.'49, Univ. of Houston; Supt. of Independent Sch. Dist., Tomball, Texas, since 1952.

Boyd, Roy, B.S.'26, M.S.'38, North Texas State Col., Denton; Co. Supt. of Sch., Lubbock, Texas, since 1943.

Boynton, S. G., Supt., Pub. Sch., San Saba, Texas.

Bracken, W. Earl, B.S.'28, Ursinus Col.; M.S.'37, Temple Univ.; West Jr. H. S., Waco, Texas.

Breazeale, Albert H., B.A.'31, North Texas State Tchrs. Col., Denton; M.A.'36, Univ. of Texas; Supt. of Sch., Canadian, Texas, since 1948.

Brewer, C. F., B.S.'40, Texas Christian Univ.; Supt., White Settlement Sch., Ft. Worth, Texas, since 1932.

Briesemeister, A. J., M.A.'37, Univ. of Texas; Supt. of Sch., Seguin, Texas, since 1949.

Brockette, M. L., B.A.'34, Southwestern Univ. (Texas); M.A.'51, Baylor Univ.; Supt. of Sch., Hillsboro, Texas, since 1954.

Brodhead, E. A., M.A.'40, Southern Methodist Univ.; Supt. of Sch., Sonora, Texas, since 1950.

Brooks, B. R., B.A.'31, M.A.'41, Univ. of Texas; Supt. of Sch., Texas City, Texas, since 1949.

Brooks, Ercell W., B.A.'30, West Texas State Col.; M.A.'39, Baylor Univ.; Asst. Supt. of Sch., San Angelo, Texas, since 1949.

Brown, A. E., B.S.'35, Ed.M.'39, Univ. of Okla.; Supt. of Sch., Wheeler, Texas, since 1952.

Brown, C. E., Supt. of Sch., Llano, Texas.

Brown, Lyndon L., B.A.'49, Univ. of Texas; Exec. Vicepres., The Brown Schs., Austin, Texas, since 1950.

Brown, Mortimer, B.B.A.'25, Univ. of Texas; M.A.'31, Tchrs. Col., Columbia Univ.; Ph.D.'41, Univ. of Texas; Supt. of Sch., El Paso, Texas, since 1951.

Brown, Ray D., A.B.'30, Southwestern Univ.; M.A.'39, Southern Methodist Univ.; Supt. of Sch., Greenville, Texas.

Buckley, J. L., B.A.'28, Baylor Univ.; M.A. '37, Univ. of Texas; Supt. of Sch., Lockhart, Texas, since 1945.

Budd, Harrell, B.A.'16, Guilford Col.; M.A. '25, Univ. of Texas; Prin., Trinity Heights Sch., Dallas, Texas.

Burk, V. C., B.S.'29, Stephen F. Austin State Col. (Texas); M.A.'37, George Peabody Col. for Tchrs.; Prin., L. L. Pugh Elem. Sch., Houston, Texas, since 1937.

Burleson, Sidney Jean, B.A.'36, Howard Payne Col.; M.A.'50, Univ. of Texas; Supt. of Lake View Sch., San Angelo, Texas, since 1950.

Burnett, Clinton E., B.A.'25, M.A.'35, Univ. of Texas; Supt. of Sch., Harlingen, Texas.

Burton, Floyd H., B.S.'30, Sam Houston State Tchrs. Col. (Texas); M.Ed.'38, Univ. of Texas; Ed.D.'48, Univ. of Houston; Supt. of Sch., Humble, Texas, since 1942.

Busby, Elden B., A.B.'30, Abilene Christian Col.; M.A.'31, Texas Christian Univ.; Ed.D.'48, Stanford Univ.; Asst. Supt. of Sch. in charge of Genl. Admin., Fort Worth, Texas, since 1946.

Butler, Ernest C., B.A.'30, Southwest Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Supt. of Indep. Sch. Dist., Mabank, Texas, since 1954.

Campbell, William B., A.B.'13, Shaw Univ.; A.M.'40, Univ. of Mich.; Prin. of Anderson H. S., Austin, Texas.

Carmichael, W. R., B.A.'28, M.Ed.'36, Texas A. and M. Col.; Supt. of Sch., Bryan, Texas, since 1949.

Carnes, Hubert M., M.A.'45, Southwest Texas State Tchrs. Col.; Supt. of Sch., Mineral Wells, Texas, since 1952.

Carney, Norfleet Lynn, B.A.'10, Southwestern Univ.; B.S.'13, Univ. of Tenn.; M.S.'32, Univ. of Kansas; Field Rep., Office of Educ., U. S. Dept. of Health, Educ. and Welfare, Dallas, Texas, since 1951.

Carroll, John S., B.A.'30, San Diego Col.; M.A.'32, Univ. of Southern Calif.; Ph.D. '40, Yale Univ.; Head, Dept. of Educ., Texas Tech. Col., Lubbock, Texas.

Carruth, Irby B., B.A.'27, West Texas State Tchrs. Col., Canyon; M.A.'32, Univ. of Chicago; Supt. of Sch., Austin, Texas, since 1950.

Carter, O. Dan, A.B.'41, M.A.'48, Baylor Univ.; Supt. of Pub. Sch., Navasota, Texas, since 1949.

Cassel, Joe W., B.S.'47, M.S.'48, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Albany, Texas, since 1953.

Chalmers, W. E., B.A.'22, North Texas State Col.; M.A.'51, Southern Methodist Univ.; Supt. of Cooke Co. Sch., Gainesville, Texas, since 1952.

Chambers, H. H., M.A.'27, Univ. of Texas; Supt. of Sch., Grand Prairie, Texas, since 1950.

Chandler, C. O., B.A.'34, Sam Houston State Tchrs. Col.; M.A.'45, Univ. of Houston; Supt. of Sch., Orange, Texas, since 1947.

Cherry, John H., B.S.'34, Southwest Texas State Tchrs. Col., San Marcos; M.E., Univ. of Houston; Supt. of Sch., Bay City, Texas, since 1944.

Cherry, Ralph W., A.B.'30, Maryville Col. (Tenn.); M.A.'38, Univ. of Ky.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1954.

Cleveland, Ernest D., B.A.'23, Baylor Univ.; M.A.'40, Southern Methodist Univ.; Supt. of Sch., Palestine, Texas, since 1950.

Clifton, Leldon, M.A.'47, Hardin-Simmons Univ.; Supt., Sheffield Independent Sch. Dist., Iraan, Texas, since 1951.

Cochran, J. Chester, B.S.'29, Sul Ross State Tchrs. Col. (Texas); M.A.'31, Ed.D.'50, Univ. of Texas; Prof. of Educ. and Field Representative, Univ. of Houston, Houston, Texas, since 1943.

Coers, Walter C., M.A.'33, George Peabody Col. for Tchrs.; Supt. of Sch., Los Fresnos, Texas, since 1950.

Columkille, Sister M., B.A.'13, M.A.'14, Ph.D.'23, Catholic Univ. of America; Pres., Incarnate Word Col., San Antonio, Texas, since 1923.

Colvert, C. C., B.S.E.'29, M.S.'30, Univ. of Ark.; Ph.D.'37, George Peabody Col. for Tchrs.; Chmn., Dept. of Educ. Admin., and Prof. and Consultant in Jr. Col. of Educ., Univ. of Texas, Austin, Texas, since 1944.

Conoley, Gilbert, B.S.'42, Southwestern Univ.; Supt. of Williamson Co. Sch., Georgetown, Texas, since 1953.

Cooper, Forrest Walter, B.S.'24, Texas A. and M. Col.; Asst. Supt. of Sch., Ysleta, Texas, since 1943.

Cornette, James P., A.B.'29, Ky. Wesleyan Col.; M.A.'30, Univ. of Va.; Ph.D.'38, George Peabody Col. for Tchrs.; Pres., West Texas State Tchrs. Col., Canyon, Texas, since 1948.

Cosper, Cecil, B.S.'47, M.Ed.'48, La. State Univ.; Admin. of Tchr. Educ. and Assoc. Prof. of Educ., Wayland Col., Plainview, Texas, since 1951.

Courtney, L. C., B.S.'26, Sam Houston State Tchrs. Col. (Texas); Supt. of Aldine Indep. Sch. Dist., Houston, Texas, since 1944.

Covin, Fred, M.S.'46, East Texas State Tchrs. Col.; Supt. of Sch. Pittsburg, Texas, since 1946.

Cowley, Herman A., Prin., Maple Lawn Sch., Dallas, Texas.

Cox, James R., B.S.'35, M.S.'49, North Texas State Tchrs. Col.; Supt. of Sch., Panhandle, Texas, since 1951.

Cox, W. C., B.S.'29, East Texas State Tchrs. Col.; M.E.'35, Southern Methodist Univ.; Supt. of Sch., Munday, Texas, since 1946.

Craver, D. T., M.S.'41, East Texas State Tchrs. Col.; Supt. of Pub. Sch., Port Neches, Texas, since 1952.

Cryer, Curtis A., B.A.'26, M.A.'27, Univ. of Okla.; Supt. of Sch. and Pres., Frank Phillips Col., Borger, Texas, since 1942.

Culpepper, Sam B., B.A.'27, Howard Payne Col.; M.A.'37, Baylor Univ.; Dir. of Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1950.

Cunningham, Noah, B.S.'39, Texas Tech. Col.; Supt., Independent Sch., Whiteface, Texas, since 1950.

Cunningham, Walter C., B.A.'35, M.A.'39, Texas Tech. Col.; Supt. of Indep. Sch. Dist., Galena Park, Texas, since 1952.

Curlee, J. R., B.S.'35, Texas Col. of Arts and Indus.; M.Ed.'41, Univ. of Colo.; Supt. of Sch., Sour Lake, Texas, since 1948.

Curtis, Raymond Eugene, B.S.'49, M.Ed.'53, North Texas State Col.; Supt. of Indep. Sch. Dist., Allen, Texas, since 1950.

Davis, Byron, M.A.'36, Univ. of Colo.; Supt. of Sch., Sherman, Texas, since 1953.

Davis, Ralph M., B.A.'32, M.A.'38, Austin Col.; Supt. of Sch., Burkburnett, Texas, since 1943.

Davison, Floyd A., B.S.'33, M.S.'40, A. and M. Col. of Texas; Supt. of Fort Sam Houston Schs., San Antonio, Texas, since 1952.

Dean, Guy D., A.B.'94, Iuka Normal Inst.; LL.B.'03, Univ. of Miss.; M.A.'40, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Uvalde, Texas, since 1942.

Decker, Charles T., Bus. Mgr., Independent Sch. Dist., Texas City, Texas.

Dennard, E. N., A.B.'27, Lon Morris Col.; B.A.'29, Trinity Univ.; M.A.'37, Southern Methodist Univ.; Supt. of Sch., Waco, Texas, since 1950.

De Pena, Fernando, B.A.'39, Texas Col. of Arts and Indus.; Supt. of Indep. Sch. Dist., San Diego, Texas, since 1947.

Dickenson, S. V., M.A.'44, Texas Christian Univ.; Supt. of Sch., Godley, Texas, since 1939.

Dillard, Frank G., A.B.'32, M.A.'39, Oglethorpe Univ.; Supt. of Sch., Overton, Texas, since 1950.

Dillehay, Claude H., A.B.'16, Baylor Univ.; M.A.'17, Brown Univ.; Supt. of Sch., Bonham, Texas, since 1949.

Dinsmore, B. M., M.A.'29, Southern Methodist Univ.; Wichita Co. Supt. of Sch., Wichita Falls, Texas, since 1944.

Dodson, Foy W., M.A.'53, Sul Ross State Col. (Texas); Supt. of Sch., Van Horn, Texas, since 1950.

Dodson, P. J., B.A.'25, Baylor Univ.; M.A.'35, Univ. of Texas; Supt. of Sch., Bastrop, Texas, since 1931.

Dominy, E. L., B.S., Sam Houston State Tchrs. Col.; M.Ed., Southern Methodist Univ.; Prin. of Sch., Lancaster, Texas.

Donner, Arvin N., B.S.'27, M.A.'28, Ph.D.'37, State Univ. of Iowa; Dean, Col. of Educ., Univ. of Houston, Houston, Texas, since 1945.

*Dorsey, Julius, M.A.'19, George Peabody Col. for Tchrs. Address: 5316 Waneta Dr., Dallas, Texas.

Douglas, Dale, A.B.'37, Howard Payne Col.; M.S.'48, North Texas State Col.; Supt., Pleasant Grove Independent Sch. Dist., Dallas, Texas, since 1946.

Douglas, N. L., B.S.'47, Howard Payne Col.; Supt. of Sch., Hale Center Texas, since 1947.

Douglas, Omer R., M.S.'49, North Texas State Col.; Supt. of Sch., Brownfield, Texas, since 1949.

Downing, Avery R., B.S.'37, North Texas State Col.; M.S.'47, East Texas State Col.; Asst. Supt. of Sch., Waco, Texas, since 1951.

Duran, John, B.S.'35, Stephen F. Austin State Col.; M.Ed.'39, Univ. of Texas; Supt. of Sch., Joinerville, Texas, since 1951.

Dusek, Clifton O., B.S.'41, Univ. of Texas; M.E.'47, Univ. of Houston; Supt. of Indep. Sch. Dist., Crosby, Texas, since 1947.

Echols, Wilburn O., B.S. in Bus. Adm.'40, Southern Methodist Univ.; M.S. in Ed.'47, East Texas State Tchrs. Col.; Supt. of Sch., Olney, Texas, since 1952.

Edgar, James Winfred, B.A.'28, Howard Payne Col.; M.A.'38, Ed.D.'48, Univ. of Texas; State Commr. of Educ., Texas Educ. Agency, Austin, Texas, since 1950.

Edwards, Ted E., B.A.'32, Howard Payne Col.; M.A.'50, Hardin-Simmons Univ.; Ed.D.'53, Texas Tech. Col.; Asst. Prof. of Educ., Texas Tech. Col., Lubbock, Texas, since 1953.

Elkins, Clark, A.B.35, Western Mich. Col. of Educ.; M.A.'38, Univ. of Mich.; Educ. Consultant, Southwest Region, Jam Handy Organization, Dallas, Texas, since 1952.

Ellis, Paul Roscoe, Asst. Supt. of Sch. in chg. of Business, Sherman, Texas, since 1952.

Ellison, C. E., M.Ed.'39, Univ. of Texas; Supt. of Sch., Killeen, Texas, since 1953.

Evans, I. C., Elem. Sch. Prin., Burkburnett, Texas.

Evans, Leslie P., B.A.'32, Howard Payne Col.; M.A.'40, Ph.D.'48, Univ. of Texas; Prof. of Educ., Texas Christian Univ., Fort Worth, Texas, since 1948.

Everitt, William James, B.A.'32, St. Mary's Univ. of San Antonio; M.Ed.'41, Univ. of Texas; Supt. of Sch., Pleasanton, Texas, since 1942.

Fagg, R. C., B.S.'32, North Texas State Tchrs. Col.; M.A.'34, Southern Methodist Univ.; Supt. of White Oak Pub. Sch., Longview, Texas, since 1949.

Farquear, Floyd Emmett, D.Ed.'42, Univ. of Texas; Chmn., Dept. of Educ., Texas Western Col. of the Univ. of Texas, El Paso, Texas, since 1942.

Faseler, Walter L., B.A.'34, Southwest Texas State Tchrs. Col.; M.A.'46, Univ. of Texas; Coordinator of Sec. Educ., Independent Sch. Dist., Pasadena, Texas.

Fite, George K., M.S.'50, East Texas State Tchrs. Col.; Supt. of Sch., Lindale, Texas, since 1952.

Fletcher, Deane D., M.A.'39, West Texas State Tchrs. Col.; Supt. of Sch., Eagle Lake, Texas, since 1950.

Fletcher, Glenn, M.Ed.'37, Univ. of Texas; Staff Asst. to the Supt. of Sch., Houston, Texas, since 1953.

Fly, Murry H., B.S.'15, East Texas Normal Sch.; B.A.'21, M.A.'29, Univ. of Texas; Pres., Odessa Col., Odessa, Texas, since 1946.

Foreman, Mary, B.S.'37, M.A.'49, West Texas State Tchrs. Col.; Hall Co. Supt. of Sch., Memphis, Texas, since 1943.

Fortescue, Z. T., M.A.'27, Univ. of N. C.; Supt. of Sch., Port Arthur, Texas, since 1944.

Foster, Inez, M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Elem. Div., San Antonio, Texas, since 1947.

Fox, Louis William, B.S. in C.E.'14, Univ. of Texas; B.A.'50, St. Mary's Univ. of San Antonio; Dir. of Voc. Educ., Pub. Sch., San Antonio, Texas, since 1917.

Fraser, William K., A.B.'26, Ark. State Tchrs. Col.; LL.B.'36, Milton Univ.; Ed.M.'46, Univ. of Texas; Supt. of Sundeen Indep. Sch. Dist., Corpus Christi, Texas, since 1948.

Galbreath, Moody H., B.A.'36, Southwestern Univ.; M.A.'43, Southwest Texas State Col.; Supt. of Sch., Girard, Texas, since 1950.

Galyean, Elmo L., B.S.'36, North Texas State Col.; M.Ed.'43, Southern Methodist Univ.; Dir. of Research and Records, Texas State Tchrs. Assn., Austin, Texas, since 1950.

Gardner, J. F., Supt. of Sch., Ennis, Texas.

Garlin, R. E., B.A.'20, M.A.'21, Ph.D.'27, Univ. of Texas; Prof. of Educ., Texas Tech. Col., Lubbock, Texas, since 1927.

Gary, Enos G., B.A.'07, M.A.'24, Univ. of Texas; Prin., Brackenridge H. S., San Antonio, Texas, since 1928.

Gay, E. A., B.A.'30, Southwestern Univ.; M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Sch., George West, Texas, since 1947.

Gentry, George H., B.A.'26, Baylor Univ.; M.A.'33, Univ. of Texas; Dist. Supt. of Sch. and Pres., Lee Jr. Col., Baytown, Texas, since 1946.

Gentry, W. J., B.S.'33, M.A.'48, Sam Houston State Tchrs. Col.; Supt. of Indep. Sch. Dist., Elkhart, Texas, since 1948.

Gerber, Joe N., Ed.B.'34, Ill. State Normal Univ., Normal; M.S.'35, Univ. of Ill.; Ph.D.'41, George Peabody Col. for Tchrs.; Dean of the Jr. Div., Stephen F. Austin State Col., Nacogodoches, Texas, since 1950.

Gerron, J. F., M.A.'41, North Texas State Tchrs. Col.; Supt. of Sch., Archer City, Texas, since 1941.

Gibson, Joe A., B.A.'24, Hardin-Simmons Univ.; M.A.'41, Texas Tech. Col.; Supt. of Sch., Canyon, Texas, since 1952.

Gifford, Chester Thomas, B.A.'31, Stephen F. Austin State Tchrs. Col.; M.A.'45, Sam Houston State Tchrs. Col.; Ed.D.'53, Univ. of Houston; Supt. of Independent Sch. Dist., Raymondville, Texas, since 1951.

Gilbert, Lloyd E., B.A.'35, M.A.'40, East Texas State Tchrs. Col.; Supt. of Sch., Dayton, Texas, since 1945.

Gilmer, Ira T., A.B.'05, LL.B.'10, M.A.'36, Univ. of Miss.; Supt. of Sch., Graham, Texas, 1924-54 (retired).

Glasscock, Harold Preston, B.A.'35, East Texas State Tchrs. Col.; Bus. Mgr., Indep. Sch. Dist., Greenville, Texas, since 1954.

Goodwin, B. C., M.Ed.'47, Texas Christian Univ.; Supt. of Sch., Robert Lee, Texas, since 1948.

Gourley, Charles E., B.S.'34, Northwestern State Col.; M.A.'51, Phillips Univ.; Supt. of Sch., Higgins, Texas, since 1948.

Graham, George L., B.S.'40, West Texas State Tchrs. Col.; Supt. of Sch., Hereford, Texas, since 1946.

Gray, Hob, B.A.'18, Daniel Baker Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'30, Univ. of Texas; LL.D.'48, Southwestern Univ.; Assoc. Prof. of Sec. Educ., since 1933, and Dir., Tchr. Placement Serv., Univ. of Texas, Austin, Texas, since 1946.

Gray, J. D., B.S.'38, Sam Houston State Tchrs. Col. (Texas); M.A.'46, Colo. State Col. of Educ.; Supt. of Sch., Pearland, Texas, since 1947.

Green, Raymond K., B.A.'33, Daniel Baker Col.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Santa Anna, Texas, since 1947.

Greene, Pat H., M.A.'32, Univ. of Texas; Supt. of Aransas Co. Indep. Sch. Dist., Rockport, Texas, since 1953.

Griffin, L. H., M.S.'43, Texas A. and M. Col.; Supt. of Sch., Hooks, Texas, since 1950.

Griffin, William Ontee, M.A.'40, Baylor Univ.; Prin. of Waco Tech. H. S., Waco, Texas, since 1953.

Griggs, Joseph R., B.A.'32, M.A.'39, Texas Tech. Col.; Ed.D.'43, Univ. of Texas; Dir., Demonstration Sch., Sam Houston State Tchrs. Col., and Supt. of Sch., Huntsville, Texas, since 1945.

Grisham, Noel, B.A.'44, Abilene Christian Col.; M.A.'48, East Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Hutto, Texas, since 1953.

Guinn, John A., B.A. and M.A.'29, Ph.D.'39, Univ. of Texas; Pres., Texas State Col. for Women, Denton, Texas, since 1950.

Hackney, V. H., B.A.'31, M.A.'49, Southern Methodist Univ.; Supt. of Sch., Marshall, Texas, since 1949.

Hadley, William Moore, B.S., M.A., Univ. of Ala.; Ed.D.'51, Columbia Univ.; Supt. of Sch., Midland, Texas, since 1954.

Hagler, J. W., M.S.'47, East Texas State Tchrs. Col.; Gregg Co. Supt. of Sch., Longview, Texas, since 1951.

Hall, Roy Maxwell, Sr., A.B.'37, Piedmont Col.; M.Ed.'47, Emory Univ.; Ed.D.'51, Syracuse Univ.; Assoc. Prof. of Educ. Admin. and Assoc. Dir., Southwest CPEA, Univ. of Texas, Austin, Texas, since 1952.

Hancock, Allen C., Ed.D.'51, Univ. of Colo.; Dean of Instr., Texas Col., Tyler, Texas, since 1951.

Hancock, Dee, M.A.'50, Texas Tech. Col.; Supt. of Sch., Shallowater, Texas, since 1948.

Hancock, W. E., B.A.'27, Univ. of Texas; Supt. of Pub. Sch., Quanah, Texas, since 1945.

Hanes, W. T., M.A.'38, Texas Tech. Col.; Supt. of Sch., Cameron, Texas, since 1945.

Hanks, J. M., B.S.'32, Southwest Texas State Tchrs. Col.; M.A.'51, Sul Ross State Col.; Supt. of Sch., Ysleta, Texas, since 1929.

Harbour, B. F., B.A.'27, North Texas State Col.; M.A.'34, Univ. of Texas; Supt. of Sch., Ganado, Texas, since 1949.

Hardy, John L., B.S.'37, Southwest Texas State Tchrs. Col.; Karnes Co. Supt. of Sch., Karnes City, Texas, since 1931.

Hare, J. Malvin, B.S.'37, M.E.'50, A. and M. Col. of Texas; Supt. of Sch., Caldwell, Texas, since 1946.

*Harmon, Darell Boyd, A.B.'25, M.A.'26, Colo. Col.; Ph.D.'30, N. Y. Univ.; Educ. Consultant, Austin Texas.

Harris, Herman O., M.Ed.'42, Texas A. and M. Col.; Co. Supt. of Sch., Denton, Texas, since 1953.

Harris, Robert E., B.S.'23, A. and M. Col. of Texas; M.A.'50, Southwest Texas State Tchrs. Col.; Caldwell Co. Supt. of Sch., Lockhart, Texas, since 1935.

Harvin, Edwin L., B.A.'21, Baylor Univ.; M.A.'26, Univ. of Texas; Pres., Del Mar Col., Corpus Christi, Texas, since 1946.

Haskew, Laurence D., B.Ph.'26, Emory Univ.; M.A.'34, Univ. of Chicago; Ph.D. '41, Univ. of Ga.; Dean, Col. of Educ., since 1947, and Vicepres., Univ. of Texas, Austin, Texas, since 1954.

Hayes, Bascom B., M.A.'35, Univ. of Mo.; Dir., Admin. Serv., Texas Educ. Agency, Austin, Texas.

Hearn, Claude A., Jr., B.B.A.'49, M.A.'50, Southwest Texas State Tchrs. Col.; Supt. of Indep. Sch. Dist., Randolph Field, Texas, since 1950.

Hedrick, Wyatt C., Archt. and Engineer, 904 Fort Worth Ave., Dallas, Texas.

Hefner, H. A., B.S.'29, M.S.'43, North Texas State Col.; Supt. of Sch., Graham, Texas, since 1954.

Henderson, Paul G., B.S.'31, M.S.'48, East Texas State Tchrs. Col.; Supt. of Sch., Princeton, Texas, since 1944.

Hendricks, Jake J., B.A.'24, North Texas State Tchrs. Col.; M.A.'29, Univ. of Texas; Educ. Rep., The Macmillan Co., Denton, Texas, since 1949.

Hereford, C. S., B.A.'32, Southwestern Univ.; M.A.'43, Univ. of Texas; Supt. of Sch., Mexia, Texas, since 1946.

Herndon, Franklin C., B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'38, Colo. State Col. of Educ.; Supt. of Lamar Sch. Dist., Rosenberg, Texas, since 1934.

Herndon, H. W., B.S. and M.A.'40, Southwest Texas State Tchrs. Col.; Supt. of Sch., Odem, Texas, since 1942.

Hill, J. Davis, M.A.'38, West Texas State Tchrs. Col.; Supt. of Sch., Galveston, Texas, since 1946.

Hines, Ben B., M.A.'36, Southern Methodist Univ.; Instr., Pub. Sch., Irving, Texas, since 1954.

Hinson, Y. L., B.A.'27, Univ. of Texas; M.A.'40, Stephen F. Austin State Tchrs. Col.; Prin., Dowling Jr. H. S., Beaumont, Texas, since 1946.

Hitt, Harold H., Ed.D.'53, North Texas, State Col.; Asst. Supt. of Sch., Midland, Texas, since 1953.

Hodges, R. L., M.A.'42, Texas Christian Univ.; Supt. of Lake Worth Sch., Fort Worth, Texas, since 1950.

Holladay, Joe T., B.S.'35, M.S.'48, North Texas State Col.; Supt. of Sch., Forsan, Texas, since 1950.

Holland, Nicholas Spring, A.B.'17, Southern Methodist Univ.; A.M.'27, Ed.D.'37, Tchrs. Col., Columbia Univ.; Texas Mgr., A. J. Nystrom & Co., Dallas, Texas, since 1946.

Holmes, C. D., B.S.'35, Abilene Christian Col.; M.E.'48, Texas Tech. Col.; Supt. of Indus. Sch., Vanderbilt, Texas, since 1952.

Holmes, L. A., M.A.'45, Baylor Univ.; Supt. of Sch. Belton, Texas.

Horn, Thomas D., Ph.D.'47, State Univ. of Iowa; Assoc. Prof., Dept. of Curriculum and Instr., Sutton Hall, Univ. of Texas, Austin, Texas.

Horton, Ben Harrison, B.S.'39, A. and M. Col. of Texas; M.A.'47, Texas Christian Univ.; Asst. Supt. of White Settlement Sch., Ft. Worth, Texas, since 1949.

Hough, Don L., B.S.'36, Stephen F. Austin State Col.; M.A.'51, Univ. of Colo.; Supt. of Pub. Sch., Silsbee, Texas, since 1953.

Howe, Walter A., B.A.'32, Union Col.; M.A. '49, Texas Christian Univ.; Secy., Dept. of Educ. Southwestern Union Conference of Seventh-Day Adventists, Ft. Worth, Texas, since 1945.

Howell, E. J., B.S.'22, M.S.'32, A. and M. Col. of Texas; Pres., Tarleton State Col., Stephenville, Texas, since 1948.

Hudspeth, Ben H., M.A.'41, George Peabody Col. for Tchrs.; Supt. of Sch., Atlanta, Texas, since 1945.

Hudspeth, Sam A., M.A.'41, Southwest Texas State Tchrs. Col.; Supt. of Skidmore-Tynan Schs., Skidmore, Texas, since 1951.

Huffman, R. L., B.S.'31, M.S.'38, East Texas State Tchrs. Col.; Supt. of Sch., Mansfield, Texas, since 1944.

Hughes, (Mrs.) Roy, B.S.'37, West Texas State Tchrs. Col.; Co. Supt. of Sch., Vernon, Texas, since 1947.

Humphrey, Joe R., B.A.'25, Trinity Univ.; M.A.'31, Ed.D.'38, Columbia Univ.; Chief, School Plant Section, Texas Educ. Agency, Austin, Texas, since 1950.

Hunt, Andrew William, B.A.'31, M.A.'33, Baylor Univ.; Ph.D.'41, Univ. of Texas; Prof. and Head, Dept. of Educ. and Psych., McMurry Col., Abilene, Texas, since 1949.

Hunter, Fred W., M.A.'37, Austin Col.; Supt. of Sch., Beaumont, Texas, since 1951.

Hutchinson, Joe C., M.A.'38, Texas Tech. Col.; Supt. of Sch., San Marcos, Texas, since 1953.

Irvin, William Buel, A.B.'21, Simmons Col.; M.A.'27, Simmons Univ.; Ed.D.'39, Univ. of Texas; Supt. of Sch., Highland Park, Texas, 1944-54 (retired).

Jackson, Eugene, Bus. Mgr. Pub. Sch., Galveston, Texas.

Jackson, Frank M., B.A.'28, Southwestern Univ.; Tom Green Co. Supt. of Sch., San Angelo, Texas, since 1939.

James, J. I., B.S. in Engr.'29, St. Edward's Univ.; M.S.'51, Texas Col. of A. and I.; Supt. of Sch., Eagle Pass, Texas, since 1953.

Jennings, Morris S., B.B.A.'31, M.B.A.'38, Univ. of Texas; Supt. of Sch., South San Antonio, Texas, since 1943.

Jenson, J. Justin, M.S.'40, Univ. of Houston; Supt., Barbers Hill Indep. Sch. Dist., Mont Belvieu, Texas, 1932-54.

Johnson, Lee, B.A.'24, Simmons Univ.; M.S. '38, Univ. of Southern Calif.; Supt. of Sch., Phillips, Texas, since 1946.

Johnson, Leroy W., B.S.'24, North Texas State Tchrs. Col.; M.A.'29, Univ. of Colo.; Supt. of Sch., Stamford, Texas, since 1928.

Johnson, R. H., B.S.'29, Sam Houston State Tchrs. Col. (Texas); Anderson Co. Supt. of Pub. Instr., Palestine, Texas, since 1943.

Johnson, T. H., A.B.'23, Baylor Univ.; M.A. '35, Univ. of Texas; Supt. of Sch., Taylor, Texas, since 1947.

Jones, J. W., B.A.'30, West Texas State Tchrs. Col.; M.A.'39, Texas Tech. Col.; Supt., Sligo Independent Sch. Dist., Denver City, Texas, since 1940.

Jones, Wayne, M.Ed.'50, Univ. of Houston; Supt. of Sch., Louise, Texas, since 1951.

Jordan, W. L., M.A.'37, Baylor Univ.; Supt. of Sch., Crockett, Texas, since 1939.

Justiss, Thomas S., M.A.'37, Univ. of Texas; Supt. of Sch., Paris, Texas, since 1946.

Kaderli, Fred, B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'28, Univ. of Texas; Supt. of Pharr-San Juan-Alamo Independent Sch. Dist., Pharr, Texas, since 1953.

Kavanaugh, Allen, B.A.'35, East Texas State Tchrs. Col.; M.A.'41, West Texas State Tchrs. Col.; Supt. of Sch., New London, Texas, since 1949.

Kee, Leland B., B.S.'39, North Texas State Col.; LL.B.'48, Univ. of Texas; Member, Sch. Bd., Angleton, Texas, since 1953.

Kelley, Claude, A.B.'39, Central Normal Col.; M.S.'47, Ed.D.'53, Ind. Univ.; Asst. Prof. of Educ., North Texas State Col., Denton, Texas, since 1948.

Kelly, Jo D., M.A.'37, Texas State Col. for Women; Dir. of Spec. Educ., Pub. Sch., Fort Worth, Texas, since 1945, and Pres., Council of Admin. Women in Educ., 1954.

Kennedy, Gerald Dwight, B.A.'34, Trinity Univ.; M.A.'47, North Texas State Tchrs. Col.; Supt. of Independent Sch., Plains, Texas, since 1951.

Kinard, Knox, B.A.'31, West Texas State Tchrs. Col.; M.A.'41, Univ. of Texas; Supt. of Sch., Pampa, Texas, since 1945.

King, James D., M.S.'39, Southern Methodist Univ.; Supt. of Sch., Brownwood, Texas, since 1947.

Kirk, Dwight L., Univ. of Texas, Austin, Texas.

Kirk, Jerry R., B.A.'47, Southwestern State Col.; M.Ed.'52, West Texas State Col.; Supt. of Sch., Muleshoe, Texas, since 1951.

Kruse, M. F., M.S.'44, North Texas State Col.; Supt. of Sch., West, Texas, since 1946.

Lacey, George W., B.S.'40, Prairie View A. and M. Col. (Texas); M.A.'51, Univ. of Minn.; Prin. of Lamar Sch., Port Arthur, Texas, since 1947.

Lamkin, G. A., Jr., B.S.'35, Sam Houston State Tchrs. Col.; M.S.'42, Univ. of Houston; Supt. of Cypress-Fairbanks Sch., Cypress, Texas, since 1947.

Landolt, C. D. "Cap", B.A.'32, M.A.'35, Austin Col.; Supt. of Clear Creek Consol. Indep. Sch. Dist., League City, Texas, since 1953.

Landrum, H. M., D.Ed.'49, Univ. of Houston; Supt., Spring Branch Indep. Sch. Dist., Houston, Texas, since 1941.

Lane, Jack, M.A.'39, Southwest Texas State Tchrs. Col.; Supt. of Pub. Sch., Poth, Texas, since 1935.

Langwith, J. E., A.B.'13, Southwestern Univ.; M.A.'29, Southern Methodist Univ.; Supt. of Sch., Terrell, Texas, since 1923.

*Lanier, Raphael O'Hara, A.B.'22, D.Ped. '44, Lincoln Univ.; M.A.'28, Stanford Univ.; D.H.L.'47, Univ. of Liberia, Monrovia, Liberia; Pres., Texas Southern Univ., Houston, Texas, since 1948.

Lasater, Ira L., B.S.'38, M.S.'47, North Texas State Tchrs. Col.; Prin., Elem. Sch., Irving, Texas, since 1953.

Laycock, Huelyn W., M.A.'49, West Texas State Col.; Supt. of Sch., White Deer, Texas, since 1951.

Lee, Umphrey, B.A.'14, D.D.'28, Trinity Univ.; M.A.'16, Southern Methodist Univ.; Ph.D.'31, Columbia Univ.; Litt.D.'40, Southwestern; LL.D.'42, Ohio Wesleyan Univ.; Pres., 1939-54, and Chancellor, Southern Methodist Univ., Dallas, Texas, since 1954.

Lemmons, Charles A., B.S.'35, M.A.'38, Southwest Texas State Tchrs. Col.; Supt. of Sch., LaGrange, Texas, since 1946.

Lewis, Paul J., B.S.'36, Southwest Texas State Tchrs. Col.; M.Ed.'49, Texas Univ.; Supt. of Sch., Garwood, Texas, since 1951.

Lindsey, Charles A., Supt. of Sch., Nocona, Texas, since 1953.

Lipscomb, Roland Arthur, B.S.'30, North Texas State Tchrs. Col.; Supt. of Sch., Wink, Texas, 1946-54 (retired).

Little, Alfred T., B.S.'37, M.S.'46, East Texas State Tchrs. Col.; Asst. Supt. of Sch., Midland, Texas, since 1954.

Lockey, J. H., Tchr., Hull-Daisetta Sch., Daisetta, Texas, since 1954.

Loftin, James Otis, M.A.'25, Colo. State Col. of Educ.; Pres., San Antonio Col., San Antonio, Texas, since 1941.

Loos, Alfred J., A.B.'10, Grinnell Col.; Dist. Prin., Cumberland Sch., since 1942, and Prin., William B. Travis Sch., Dallas, Texas.

Lovelady, John H., B.S.'34, Univ. of Texas; M.A.'48, Texas Western Col.; Asst. Dir., Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1952.

Lowe, J. Ray, M.S.'41, East Texas State Tchrs. Col.; Supt. of Sch., Athens, Texas, since 1946.

Lowman, Harmon, B.A.'24, Southwest Texas State Tchrs. Col.; M.A.'25, Univ of Texas; Ph.D.'30, Univ. of Chicago; Pres., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1942.

Lyon, Robert E., B.S.'36, Southwest Texas State Tchrs. Col.; M.A.'41, Baylor Univ.; Supt. of Klein Indep. Sch. Dist., Spring, Texas, since 1953.

McCollum, Kenneth Dillard, M.A.'38, Southwest Texas State Tchrs. Col.; Supt. of Harlandale Independent Sch. Dist., San Antonio, Texas, since 1942.

McCollum, T. E., B.A.'28, Hardin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Sch., McAllen, Texas, since 1947.

McCord, Weldon, B.S.'36, East Texas State Col.; Supt. of Sch., New Boston, Texas, since 1949.

McDaniel, B., M.A.'28, Univ. of Texas; Supt. of Sch., Denison, Texas, since 1937.

McDonald, Leslie C., B.S.'21, Southwest Texas State Tchrs. Col.; M.A.'30, Ph.D. '34, Univ. of Texas; Dir. of Attendance and Census, Pub. Sch., Houston, Texas, since 1945.

McFarland, John W., B.A.'38, M.A.'48, Ed.D.'51, Univ. of Texas; Supt. of Sch., Vernon, Texas, since 1953.

McIntosh, Jack Boyd, B.S.'37, M.S.'45, East Texas State Tchrs. Col.; Supt. of Independent Sch. Dist., Magnolia, Texas, since 1951.

McIntyre, Kenneth E., B.A.'40, Hastings Col. (Nebr.) M.A.'43, Ph.D.'48, Univ. of Nebr.; Assoc. Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1952.

McKinney, D. Y., B.S.'34, M.S.'39, East Texas State Tchrs. Col.; Supt. of Sch., Rotan, Texas, since 1950.

McNiel, Joe B., B.A.'29, North Texas State Tchrs. Col.; M.A.'33, Southern Methodist Univ.; Supt. of Sch., Wichita Falls, Texas, since 1947.

Macon, Carl, B.A.'31, Howard Payne Col.; M.A.'49, Eastern N. Mex. Univ.; Supt. of Sch., Olton, Texas.

Mailey, James Howard, Ph.D.'49, Univ. of Chicago; Assoc. Prof. of Educ., Southern Methodist Univ., Dallas, Texas, since 1949.

Marcom, O. W., B.A.'36, M.A.'49, Texas Tech. Col.; Supt. of Sch., Levelland, Texas, since 1947.

Marecek, Peter S., A.B.'32, Howard Payne Col.; Supt. of Sch., Pawnee, Texas, since 1936.

Martin, Edwin D., A.B.'23, Abilene Christian Col.; M.S.'27, Texas Agrl. and Mech. Col.; Ed.D.'41, Colo. State Col. of Educ.; Asst. Supt., Research and Pupil Accounting, Houston, Texas, since 1950.

Martin, Quintin M., B.A.'26, M.A.'38, Univ. of Texas; Supt., Independent Sch. Dist., Carthage, Texas, since 1927.

Martin, Wesley N., B.S.'39, M.S.'46, North Texas State Col.; Supt. of Monahans-Wickett Indep. Sch. Dist., Monahans, Texas, since 1953.

Martin, Weyman E., M.A.'41, Sam Houston State Tchrs. Col. (Texas); Asst. Supt. of Sch., Kountze, Texas.

Mason, J. Marcus, B.S.'40, M.A.'50, Sam Houston State Tchrs. Col. (Texas); Houston Co. Supt. of Sch., Crockett, Texas, since 1947.

Mathews, Charles F., Supt. of Sch., Plainview, Texas, since 1953.

Mathews, Clarke A., B.S.'27, Texas Agrl. and Mech. Col.; M.A.'37, Univ. of Texas; Supt. of Sch., Nederland, Texas, since 1946.

Matthews, Benjamin Albion, B.A.'27, Southwestern Univ.; M.A.'30, Southern Methodist Univ.; Prin., South Oak Cliff H. S., Dallas, Texas.

Matthews, Don E., B.J.'33, Univ. of Mo.; M.A. in Ed.'47, North Texas State Col.; Asst. to the Supt. of Sch., Dallas, Texas, since 1949.

Mauldin, W. D., B.A.'33, Hardin-Simmons Col.; M.A.'38, Univ. of Texas; Supt. of Sch., Jacksonville, Texas, since 1950.

Meacham, W. A., M.A.'37, Colo. State Col. of Educ.; Asst. Supt. of Sch., Fort Worth, Texas, since 1931.

Meyer, A. M., A.B.'20, M.A.'25, Ind. Univ.; Ph.D.'33, George Peabody Col. for Tchrs.; Pres., Amarillo Col., Amarillo, Texas, since 1946.

Miller, Alfred Tennyson, B.S.'35, Prairie View Col.; M.S.'52, Univ. of Wis.; Prin., Lincoln H. S., Port Arthur, Texas, since 1947.

Miller, Fred, B.A.'41, Howard Payne Col.; Supt. of Sch., Abernathy, Texas, since 1947.

Miller, Homer L., B.S.'35, North Texas State Tchrs. Col.; M.Ed.'48, Univ. of Texas; Supt. of Sch., Coahoma, Texas, since 1951.

Miller, Oscar E., B.A.'32, M.A.'36, Univ. of Texas; Asst. Dist. Supt. of Sch. in charge of Jr. and Sr. Sch., San Antonio, Texas, since 1947.

Miller, Vincent W., B.S.'29, Sam Houston State Tchrs. Col. (Texas); M.A.'35, Univ. of Colo.; Supt. of Sch., Pasadena, Texas, since 1945.

Mills, Hubert Lawrence, Diploma '11, Sam Houston State Tchrs. Col. (Texas); LL.B. '15, Houston Law Sch.; LL.D.'31, Southwestern Univ.; Ph.D.'32, Webster Univ.; Bus. Mgr., Pub. Sch., Houston, Texas, since 1922.

Mills, Robert E., M.A.'43, Sam Houston State Tchrs. Col.; Supt. of Sch., Sabinal, Texas, since 1946.

Mize, Gilbert, B.A.'32, Sul Ross State Tchrs. Col. (Texas); M.A.'39, Texas Tech. Col.; Supt. of Sch., Perryton, Texas, since 1948.

Moffett, F. L., B.S.'24, Sam Houston State Tchrs. Col.; M.S.'29, Texas A. and M. Col.; Supt. of Sch., Center, Texas, since 1926.

Monroe, Frank, B.S.'33, West Texas State Tchrs. Col.; M.A.'41, Colo. State Col. of Educ.; Supt. of Sch., Highland Park, Texas, since 1954.

Moore, Dave E., M.A.'33, Univ. of Texas; Supt. of Sch., Karnes City, Texas, since 1936.

Moore, Elmer J., B.A.'30, M.A.'40, Texas Tech. Col.; Supt. of Sch., Shamrock, Texas, since 1945.

Moore, Hollis A., B.S. in Ed.'27, Southwest Mo. State Tchrs. Col.; M.A.'32, Univ. of Mo.; D.Ed.'47, Univ. of Texas; Supt. of Sch., Tyler, Texas, since 1951.

Moore, J. D., B.S.'34, M.S.'38, North Texas State Tchrs. Col.; Pres., Victoria Col., Victoria, Texas, since 1948.

Moore, Joe Preston, B.S.'25, North Texas State Tchrs. Col.; M.A.'28, Colo. State Col. of Educ.; LL.D.'48, Texas Christian Univ.; Supt. of Sch., Fort Worth, Texas, since 1946.

Moorman, J. M., M.S.'45, Texas A. and M. Col.; Supt. of Sch., Hempstead, Texas, since 1950.

Moreland, William E., M.A.'36, Columbia Univ.; LL.D.'45, Southwestern Univ.; Supt. of Sch., Houston, Texas, since 1945.

Morgan, R. S., B.A.'31, Southwest Texas State Tchrs. Col.; M.A.'36, Univ. of Texas; Supt. of Sch., Bishop, Texas, since 1952.

Morris, M. B., B.A.'34, Univ. of Texas; M.A.'42, Colo. State Col. of Educ.; Supt. of Sch., Uvalde, Texas, since 1947.

Morrison, E. B., B.S.'36, M.S.'47, Univ. of Texas; Supt. of Indep. Sch. Dist., Cuero, Texas, since 1948.

Morton, Ohland, A.B.'25, Southeastern Okla. Tchrs. Col.; M.A.'29, Univ. of Okla.; Ph.D.'39, Univ. of Texas; Supt. of Sch., Edinburg, Texas, since 1952.

Moseley, W. H., M.A.'46, North Texas State Col.; Collin Co. Supt. of Sch., McKinney, Texas, since 1950.

Moses, J. L., B.S.'28, Sam Houston State Tchrs. Col. (Texas); M.S.'35, Texas A. and M. Col. System; Dir. of Tchr. Tr. in Voc. Educ., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1938.

Moss, Foy E., Prin., James Stephen Hogg Sch., Dallas, Texas.

Mossman, Hobart F., M.A.'36, Northwestern Univ.; LL.D.'49, Morningside Col.; Pres., Hockaday Sch., Dallas, Texas, since 1946.

Murphy, M. D., B.S.'32, Texas Christian Univ.; M.A.'41, Southern Methodist Univ.; Supt. of Sch., Cleburne, Texas, since 1950.

Muse, E. W., B.A.'13, Texas Christian Univ.; Prin., Stephen F. Austin and San Jacinto Sch., Dallas, Texas (retired).

Myers, Cloice E., B.A.'33, Simpson Col.; M.A.'37, State Univ. of Iowa; Supt. of Indep. Sch. Dist., Pattison, Texas, since 1953.

Neale, D. E., Southern Mgr., Lyons and Carnahan, 501 Elm Street, Dallas, Texas, since 1916.

*Nelson, Charles R., B.A.'35, Eastern Wash. Col. of Educ.; M.A.'43, Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. of Elem. Sch., Houston, Texas, since 1950.

Nelson, George K., B.S.'36, Southwest Texas State Tchrs. Col.; M.Ed.'50, Univ. of Houston; Supt. of Tidehaven Sch., Blessing, Texas, since 1942.

Norman, Loyal V., B.S.E.'47, Ark. A. and M. Col.; M.S.'40, Okla. A. and M. Col.; M.Ed.'50, Ed.D.'53, George Peabody Col. for Tchrs.; Supvr. of Instr., Grimes Co., Navasota, Texas, since 1953.

Norwood, Pat H., B.A.'25, East Texas State Tchrs. Col.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'47, Univ. of Texas; Dir. of Pub. Serv. and Prof. of Educ., Southwest Texas State Tchrs. Col., San Marcos, Texas, since 1939.

Norwood, W. Howard, B.A.'16, Univ. of Texas; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Corsicana, Texas, since 1931.

Nuckols, Bert R., M.S.'41, West Texas State Col.; Co. Supt. of Sch., Pampa, Texas, since 1951.

Odell, Newell H., B.A.'43, Howard-Payne Col.; M.A.'52, Hardin-Simmons Univ.; Supt. of Sch., Childress, Texas, since 1952.

Ogg, James T., B.S.'37, Stephen F. Austin State Tchrs. Col.; M.Ed.'41, Univ. of Texas; Supt. of Pine Tree Sch., Greggton, Texas, since 1946.

Ogg, Terrell W., B.S.'35, Stephen F. Austin State Tchrs. Col.; M.Ed.'42, Univ. of Texas; Supt. of Brazosport Indep. Sch. Dist., Freeport, Texas, since 1946.

Otto, Henry J. Ph.D.'31, Univ. of Minn. Address: Col. of Educ., Univ. of Texas, Austin, Texas.

Owen, Harvey E., B.S.'39, M.S.'49, Texas Tech. Col.; Supt. of Cooper Rural H. S., Lubbock, Texas, since 1951.

Owens, C. M., A.A.'33, Lon Morris Col.; B.S.'35, M.A.'39, Sam Houston State Tchrs. Col.; Supt. of Indep. Sch. Dist., Livingston, Texas, since 1951.

Owens, H. A., M.E.'52, Texas Tech. Col.; Supt. of Independent Sch. Dist., Morton, Texas.

Owensby, Jesse A., Supt. of Sch., Warren, Texas, since 1952.

Parnell, John F., B.A.'20, Union Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of City Sch., Jasper, Texas, since 1924.

Parsons, Floyd W., M.A.'45, Univ. of Texas; Supt. of Sch., Beeville, Texas, since 1952.

Paty, Orville Britt, B.S.'39, M.E.'49, Texas Christian Univ.; Supt. of Sch., Hermleigh, Texas, since 1950.

Pearce, Hailds Robert, B.A.'33, Baylor Univ.; M.A.'52, Southern Methodist Univ.; Supt. of Sch., McKinney, Texas, since 1953.

Pearce, J. J., M.A.'43, Southern Methodist Univ.; Supt. of Sch., Richardson, Texas, since 1946.

Peay, Austin L., B.A.'35, M.A.'41, Baylor Univ.; Supt. of Edcouch-Elsa Indep. Sch. Dist., Edcouch, Texas, since 1951.

Peebles, Lee, A.B.'27, Texas Christian Univ.; Bus. Mgr., Pub. Sch., Killeen, Texas, since 1953.

Pena, William M., B.S.'42, B.Arch.'48, Texas A. and M. Col.; Partner, Caudill, Rowlett and Scott, 425 S. Main St., Bryan, Texas, since 1948.

Perry, Oliver Floyd, B.A.'29, Southwestern Univ.; Supt. of Sch., Round Rock, Texas, since 1938.

Peters, Joe, Prin., T. G. Terry Sch., Dallas, Texas.

Peterson, Warren H., Business Mgr., Indep. Sch. Dist., Beeville, Texas, since 1948.

Phillips, A. W., B.S.'32, Stephen F. Austin State Tchrs. Col.; M.Ed.'49, Univ. of Texas; Supt. of Indep. Sch. Dist., Mt. Enterprise, Texas, since 1948.

Phipps, Raymond W., B.Ed.'33, Eastern Ill. State Tchrs. Col.; M.A.'35, Ohio State Univ.; Dir., Adult Educ., Houston, Texas, since 1949.

Pittenger, Burt, Pres., Sharp and Co., Dallas, Texas, since 1940.

Plunkett, John W., B.S.'46, Abilene Christian Col.; M.Ed.'50, Ed.D.'51, Univ. of Colo.; Asst. Prof. of Educ., Texas Col. of Arts and Industries, Kingsville, Texas, since 1951.

Porter, T. N., B.S.'26, North Texas State Col.; Asst. Supt. of Sch., Austin, Texas, since 1951.

Portwood, Thomas B., B.S.'19, Kansas State Tchrs. Col., Emporia; A.M.'22, Columbia Univ.; D.Litt.'47, Trinity Univ.; Supt. of Sch., San Antonio, Texas, since 1946.

Poteet, Ernest H., B.A.'21, M.A.'30, LL.D. '49, Baylor Univ.; Pres., Texas Col. of Arts and Indus., Kingsville, Texas, since 1948.

*Proffer, Robert L., B.S.'35, M.S.'37, North Texas State Col.; Asst. Prof. of Educ. Admin. and Government at North Texas State Col., Denton, Texas, since 1949.

Pryor, Guy C., B.A.'29, North Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Supt. of Sch., Grand Saline, Texas, since 1946.

Railsback, H. F., M.A.'38, Texas Tech. Col.; Supt. of Sch., Dalhart, Texas, since 1950.

Rambo, Ernest Steele, B.S.'32, Sam Houston State Col.; M.S.'33, A. and M. Col. of Texas; Dir. of Plant Planning, Independent Sch. Dist., San Antonio, Texas, since 1950.

Randolph, W. H., Dir., South Texas Col., Houston, Texas.

Raynes, L. F., B.S.'37, East Texas State Tchrs. Col.; Supt. of Sch., Crandall, Texas, since 1946.

Reagan, G. H., Prin., Lida Hooe Sch., Dallas, Texas.

Reed, J. Herman, B.A.'41, M.Ed.'50, East Texas State Tchrs. Col.; Supt. of Pub. Sch., Duncanville, Texas, since 1951.

Rees, Conard N., Ph.D.'49, Univ. of Nebr.; Pres., Southwestern Jr. Col., Keene, Texas, since 1954.

Reynolds, C. A., M.A.'46, Sul Ross Col.; Supt. of Pub. Sch., Brady, Texas, since 1951.

Reynolds, James W., B.A.E.'30, Ark. State Tchrs. Col., Conway; M.A.'34, State Univ. of Iowa; Ph.D.'45, Univ. of Chicago; Prof. of Jr. Col. Educ., Univ. of Texas, Austin, Texas, since 1948.

Reynolds, Roland, B.B.A.'32, M.B.A.'37, Univ. of Texas; Supt. of Sch., Franklin, Texas, since 1946.

Rhodes, J. E., B.S.'34, North Texas State Tchrs. Col.; M.E.'39, Southern Methodist Univ.; Supt. of Sch., Van, Texas, since 1930.

Richardson, Frank W., B.A.'28, East Texas State Tchrs. Col.; M.A.'31, Southern Methodist Univ.; Star Engraving Co., Houston, Texas, since 1954.

Richardson, L. S., B.S.'45, M.E.'48, Texas A. and M. Col.; Supt. of A. and M. Consol. Sch., College Station, Texas, since 1949

Riley, Richard F., Supt. of Sch., Anahuac, Texas.

Roach, Truett A., M.A.'33, Baylor Univ.; Supt. of Sch., Victoria, Texas, since 1947.

Robbins, Edward T., B.B.A.'26, Univ. of Texas; M.S.'33, Agrl. and Mech. Col. of Texas; Dist. Supt. of Sch., Alamo Heights, Texas, since 1947.

Roberts, Charles T., B.A.'36, East Texas State Tchrs. Col.; M.Ed.'47, Univ. of Colo.; Grad. Student, Univ. of Texas, Austin, Texas, 1954-55.

Roberts, L. A., B.S.'27, North Texas State Tchrs. Col.; M.A.'29, Southern Methodist Univ.; Co. Supt. of Sch., Dallas, Texas, since 1951.

Robertson, Rankin, B.S. in Ed.'33, Texas Col. of Arts and Indus.; Supt. of Sch., Bloomington, Texas, since 1944.

Robinson, Lyman D., B.S.'28, North Texas State Tchrs. Col.; B.A. and M.A.'32, Austin Col.; Supt. of Independent Sch., Whitesboro, Texas.

Robinson, William J., B.S.'39, Pa. State Tchrs. Col., Millersville; M.Ed.'41, Ph.D. '49, Temple Univ.; Dir. of Research, Indep. Sch. Dist., Dallas, Texas, since 1949.

Rodgers, John O., B.A.'35, Southwestern Univ. (Texas); M.A.'40, Univ. of Texas; Asst. Supt. of Sch., Midland, Texas, since 1953.

Rogers, Charles M., A.B.'13, Miss. Col.; M.A.'31, Texas Tech. Col.; Supt. of Sch., Amarillo, Texas, since 1935.

Rogers, J. C., Jr., B.A.'32, Stephen F. Austin State Col.; M.A.'40, Univ. of Texas; Supt. of Sch., West Columbia, Texas, since 1946.

Rogers, T. Guy, M.A.'27, Univ. of Texas; Prin., Thomas Jefferson H. S., San Antonio, Texas, since 1932.

Rogers, W. C., M.S.'48, East Texas State Tchrs. Col.; Supt., Chapel Hill Independent Sch. Dist., Tyler, Texas, since 1952.

Rowland, K. H., B.S.'36, East Texas State Col.; M.Ed.'41, Texas Tech. Col.; Supt. of Sch., De Leon, Texas, since 1954.

Russell, Harvey D., M.S.'45, Stephen F. Austin State Col.; Supt., Union Grove H. S., Gladewater, Texas, since 1952.

Ryan, Jackson R., B.A.'21, Southwestern Univ. (Texas); M.A.'49, Southern Methodist Univ.; Supt. of Sch., Alice, Texas, since 1954.

Sahm, Edgar Arthur, B.A.'26, M.A.'31, Ph.D. '45, Univ. of Texas; Supt. of Sch., New Braunfels, Texas, since 1928, and Prof. of Educ., Trinity Univ., San Antonio, Texas, since 1950.

Schiebel, Walter J. E., B.S. in M.E.'16, M.A.'32, Univ. of Rochester; Prin., N. R. Crozier Tech. H. S., Dallas Texas, since 1932.

Scott, (Mrs.) Florence J., M.A.'40, Univ. of Texas; Dist. Supt. of Sch., Roma, Texas, since 1948.

Scott, J. S., Sr., A.B.'17, New Orleans Col., New Orleans, La.; B.D.'20, D.D.'40, Gammon Theol. Sem., Atlanta, Ga.; D.D. '27, Wiley Col.; Pres. Wiley Col., Marshall, Texas, since 1948.

Selby, R. A. B.A.'29, M.A.'34, Univ. of Okla.; Asst. Supt. of Sch., Amarillo, Texas, since 1950.

Sharpe, Edwin Reese, B.S.'29, Stephen F. Austin State Col. (Texas); M.A.'44, Univ. of Texas; Supt. of Independent Sch., Mason, Texas, since 1952.

Shea, James T., B.A.'15, M.A.'24, Univ. of Detroit; Dir. of Curriculum and Research, Indep. Sch. Dist., San Antonio, Texas, since 1922.

Shelby, Thomas Hall, Dean, Div. of Extension, Univ. of Texas, Austin, Texas.

Shelton, P. W., B.A.'25, M.A.'38, Baylor Univ.; Supt. of La Vega Pub. Sch.. Waco, Texas, since 1929.

Sheppard, J. Hall, B.A.'19, Univ. of Texas; M.A.'25, Austin Col.; Supt. of Harris Co. Sch., Houston, Texas, since 1940.

Shulkey, Bruce C., B.S.'16, LL.D.'52, Baylor Univ.; M.A.'31, Texas Tech. Col.; LL.D.'50, Texas Wesleyan Col.; Asst. Supt. in chg. of Elem. Sch., Fort Worth, Texas, since 1935.

Sigler, E. A., B.S.'28, North Texas State Tchrs. Col.; Supt. of Sch., Plano, Texas, since 1927.

Silk, Charles E., M.S.'48, North Texas State Col.; Supt. of Sch., Knox City, Texas, since 1953.

Silk, W. O., B.S.'35, North Texas State Col.; M.S., Austin Col.; Supt. of Sch., Frisco, Texas, since 1949.

Simpson, Randell, B.S.'42, Daniel Baker Col.; M.S.'48, North Texas State Col.; Supt. of Sch., Keller, Texas, since 1948.

Singletary, Frank L., B.S.'35, Stephen F. Austin State Tchrs. Col.; M.Ed.'42, Southern Methodist Univ.; Supt. of Sch., Troup, Texas, since 1948.

Singletary, James D., B.S.'44, N. Y. State Col. for Tchrs., Buffalo; A.M.'46, Ph.D. '50, Univ. of Chicago; Head, Dept. of Educ., Prairie View A. and M. Col., Prairie View, Texas, since 1950.

Singleton, Con, Pub. Sch. Tchr., Houston, Texas.

Singleton, Gordon G., Diploma '19, Cambridge Univ., England; B.S.'19, Univ. of Ga.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'25, Columbia Univ.; D.Litt. '40, Baylor Univ.; Sch. of Educ., Baylor Univ., Waco, Texas.

Slayton, R. E., M.A.'39, Univ. of Texas; Supt. of Sch., Longview, Texas, since 1952.

Smith, E. Merle, M.A.'37, Univ. of Texas; Supt. of Independent Sch. Dist., Sinton, Texas, since 1947.

Smith, E. W., B.S.'32, Texas Col. of Arts and Indus.; M.A.'36, Colo. State Col. of Educ.; Dir. of Pub. Relations, Star Engraving Co., Houston, Texas, since 1953.

Smith, John Carvel, M.S.'40, East Texas State Col.; Supt. of East Mountain Sch., Gilmer, Texas.

Snow, Deskin D., B.S.'25, Southwest Texas State Tchrs. Col.; Nueces Co. Supt. of Sch., Corpus Christi, Texas, since 1929.

South, Olaf G., Supt. of Sch., Sweetwater, Texas, since 1952.

Sowers, R. M., B.S.'33, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'38, Agrl. and Mech. Col. of Texas; Supt., Independent Sch. Dist., Hardin, Texas, since 1945.

Sparks, Robert Burdette, M.A.'26, Univ. of Chicago; Prin., Robert E. Lee H. S., Baytown, Texas, since 1931.

Spencer, Ray, B.S.'36, M.S.'41, East Texas State Tchrs. Col.; Asst. Supt. of Sch., Texas City, Texas, since 1948.

Stafford, R. E., B.A.'29, Howard Payne Col.; M.Ed.'41, Univ. of Texas; Supt. of Sch., Three Rivers, Texas, since 1949.

Standefer, R. W., Jr., B.S. in Ed.'39, Texas Tech. Col.; M.S. in Ed.'51, West Texas State Col.; Supt. of Sch., Stratford, Texas, since 1952.

Stevens, Archie, B.S.'40, Daniel Baker Col.; Supt. of Sch., Stinnett, Texas, since 1948.

Stevens, Rudolph Harroll, B.S.'27, Southwest Texas State Tchrs. Col.; M.S.'34, Univ. of Chicago; Supt. of Sch., Boling, Texas, since 1950.

Stilwell, H. W., B.A.'09, M.A.'19, Univ. of Texas; LL.D. Southwestern Univ.; Supt. of Sch. and Pres., Texarkana Col., Texarkana, Texas, since 1920.

Streng, Arthur A., A.B.'33, Baldwin-Wallace Col.; Asst. Mgr., American Book Co., Cincinnati Div., Dallas, Texas, since 1953.

Strevell, Wallace H., A.B.'29, M.A.'37, N. Y. State Col. for Tchrs., Albany; Ed.D. '48, Tchrs. Col., Columbia Univ.; Chmn., Dept. of Educ. Admin., Univ. of Houston, Houston, Texas, since 1951.

Strickland, Chester O., M.A.'39, Univ. of Texas; Supt. of Sch., Denton, Texas, since 1947.

Stroble, M. D., M.Ed.'36, Univ. of Texas; Supt. of Sch., Poteet, Texas, since 1939.

Stroh, M. Margaret, B.S.'12, Susquehanna Univ.; A.M.'25, Ph.D.'27, Columbia Univ.; Natl. Exec. Secy., Delta Kappa Gamma Society, Austin, Texas, since 1945.

Sturgeon, Lee Poston, B.A.'33, M.A.'41, East Texas State Tchrs. Col.; Assoc. Commr. of Educ. Texas Educ. Agency, Austin, Texas, since 1949.

Swim, Keith D., M.A.'49, Colo. State Col. of Educ.; Supt. of Sch., Iowa Park, Texas, since 1953.

Swinburn, W. V., B.S.'33, North Texas State Col.; M.Ed.'35, Texas Tech. Col.; Supt. of Sch., Tulia, Texas, since 1947.

Tallman, Pearle, A.B.'20, Iowa State Tchrs. Col., Cedar Falls; M.A.'28, Columbia Univ.; Asst. Supt. of Sch., Houston, Texas, since 1941.

Tarter, C. W., M.A.'36, Texas Tech. Col.; Supt. of Sch., Lamesa, Texas, since 1952.

Tate, Willis McDonald, B.A.'32, M.A.'35, LL.D., Texas Wesleyan Col.; LL.D.'54, Centenary Col. (La.); L.H.D.'54, Okla. City Univ.; Pres., Southern Methodist Univ., Dallas, Texas, since 1954.

Taylor, James E., B.S.'33, Sam Houston State Tchrs. Col.; M.S.'40, Texas A. and M. Col.; Supt. of Sch., Katy, Texas, since 1946.

Taylor, L. L., M.A.'50, Univ. of Houston; Supt., Hamshire-New Holland Indep. Sch. Dist., Hamshire, Texas, since 1952.

Tennyson, Charles H., B.S.'25, East Texas State Tchrs. Col.; M.A.'36, Southern Methodist Univ.; Exec. Secy., Texas State Tchrs. Assn., Austin, Texas.

Thomas, (Mrs.) Jessie Grier, B.S.'49, West Texas State Col.; Supt. of Cottle Co. Sch., Paducah, Texas, since 1947.

Thomas, W. G., Jr., M.A.'47, Texas Christian Univ.; Supt. of Birdville Sch., Ft. Worth, Texas, since 1943.

Thomas, Willet S., B.A.'26, Abilene Christian Col.; M.A.'41, Southern Methodist Univ.; Supt. of Sch., Holliday, Texas, since 1935.

Thompson, Fred M., B.A.'29, Southern Methodist Univ.; M.A.'41, Univ. of Texas; Supt. of Sch., Fredericksburg, Texas, since 1953.

Thompson, G. E., A.B.'32, Trinity Univ.; M.Ed.'42, Univ. of Texas; Supt. of Sch., Kermit, Texas, since 1948.

Tunnell, Lenore M., A.B.'34, M.A.'43, Texas Tech. Col.; Lynn Co. Supt. of Sch., Tahoka, Texas, since 1939.

Ullrich, Felix H., B.S.'24, Univ. of Wis.; M.A.'29, Ph.D.'37, Univ. of Texas; Chmn., Dept. of Educ., Trinity Univ., San Antonio, Texas, since 1942.

Umstattd, James Greenleaf, B.S. in Ed.'18, M.A.'24, Univ. of Mo.; Ph.D.'30, Univ. of Minn.; Litt.D.'46, Univ. of Bordeaux, France; Prof. of Sec. Educ., Univ. of Texas, Austin, Texas, since 1938.

Vail, Clyde Edgar, M.S.'39, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., La Feria, Texas, since 1944.

Vardy, P. L., Jr., B.A.'29, M.A.'37, Texas Tech. Col.; Dist. Supt. of Sch., Slaton, Texas, since 1947.

Vincent, Joseph J., B.S.'23, La. State Univ. and A. and M. Col.; M.A.'29, Univ. of Texas; Supt., South Park Sch., Beaumont, Texas, since 1947.

Voelcker, Herbert, B.S.'09, A. and M. Col. of Texas; Sr. Partner, Herbert Voelcker and Assts., Archts., 1202 Dennis, Houston, Texas, since 1945.

Wadzeck, G. B., B.S.'33, McMurry Col.; M.E.'47, Texas Tech. Col.; Supt. of Sch., San Angelo, Texas, since 1952.

Waldrip, Rankin C., B.S.'37, M.S.'39, North Texas State Col.; Supt. of Sch., Brookshire, Texas, since 1949.

Walker, Ewell Doak, B.A.'19, LL.D.'50, Austin Col.; M.E.'51, Southern Methodist Univ.; Asst. Supt. of Sch. in chg. of Personnel, Dallas, Texas, since 1945.

Wallace, Howard D., M.A.'45, Stephen F. Austin State Col.; Supt., Carlisle Independent Sch., Price, Texas, since 1951.

Ward, R. P., B.A.'24, M.A.'26, Univ. of Texas; Pres., Pan American Col., Edinburg, Texas, since 1931.

Ware, Thomas L., M.A.'39, Baylor Univ.; Prin., H. S., Waco, Texas.

Watson, Roy James, B.S.'30, East Central State Col. (Okla.); M.A.'41, Stephen F. Austin State Col. (Texas); Supt. of Independent Sch. Dist., Palmer, Texas, since 1950.

Webb, J. O., B.A.'14, Southwestern Univ.; M. A.'24, Univ. of Texas; Asst. Supt. of Sch. in charge of Sec. Educ., Houston, Texas, since 1935.

Welch, A. G., A.B.'24, M.A.'25, Mercer Univ.; Supt. of Sch., Alvin, Texas, 1939-54 (retired).

Wells, A. E., B.A.'31, Abilene Christian Col.; M.A.'36, Colo. State Col. of Educ.; Supt. of Sch., Abilene, Texas, since 1951.

Wheat, Hubert L., B.S.'39, East Texas State Tchrs. Col.; Supt. of Consol. Independent Sch., Winnie, Texas, since 1942.

Wheeler, C. B., B.S.'46, McMurry Col.; M.Ed.'52, Sul Ross State Col.; Supt., Grandfalls-Royalty Sch., Grandfalls, Texas, since 1953.

*White, Warren Travis, B.A.'26, M.A.'31, Univ. of Texas; LL.D.'52, Baylor Univ.; LL.D.'54, Texas Christian Univ.; Pres., American Assn. of Sch. Admin., 1950-51; Supt. of Sch., Dallas, Texas, since 1945.

Whitehurst, H. O., M.A.'45, Southern Methodist Univ.; Supt. of Sch., Groesbeck, Texas, since 1931.

Whitley, Ray H., M.A.'43, Southwest Texas State Tchrs. Col.; Supt. of Sch., Pecos, Texas, since 1945.

Whittlesey, J. T., Prin., Forest Ave. H. S. Dallas, Texas.

Wildman, E. L., B.S.'34, M.A.'44, Southwest Texas State Tchrs. Col.; Supt. of Sch., Kerrville, Texas.

Wilemon, Tirey C., M.A.'49, Southern Methodist Univ.; Supt. of Sch., Waxahachie, Texas, since 1935.

Wilkerson, Walter D., M.A.'23, Baylor Univ.; Supt. of Sch., Conroe, Texas, since 1949.

Williams, Dana, B.S.'40, M.S.'45, Stephen F. Austin State Tchrs. Col. (Texas); Supt. of Sch., Gladewater, Texas, since 1950.

Williams, Darrell D., M.S.'51, East Texas Baptist Col.; Supt. of Sch., Elysian Fields, Texas, since 1950.

Williams, Ed. E., B.A.'29, McMurry Col.; M.A.'42, Hardin-Simmons Univ.; Supt. of Sch., Colorado City, Texas, since 1942.

Williams, Frank L., B.A.'29, M.A.'36, Hardin-Simmons Univ.; Ed.D.'45, Univ. of Texas; Asst. Supt. of Sch. in chg. of Instr., Dallas, Texas, since 1949.

Williams, Nat, M.A.'42, Univ. of Texas; Supt. of Sch., Lubbock, Texas, since 1951.

Williams, R. L., B.A.'25, Abilene Christian Col.; M.A.'39, Ed.D.'43, Univ. of Texas; Supt. of Sch., Corpus Christi, Texas, since 1951.

Wilson, J. D., Supvr., Collingsworth Co. Sch., Wellington, Texas, since 1954.

Wilson, Roy P., B.S.'28, M.S.'49, North Texas State Col.; Supt. of Sch., Gainesville, Texas, since 1945.

Wimbish, W. R., B.A.'30, Abilene Christian Col.; M.A.'36, Univ. of Texas; Supt. of Pub. Sch., Arlington, Texas, since 1941.

Wisseman, Charles Louis, B.A.'27, M.A.'28, Southern Methodist Univ.; Ph.D.'32, New York Univ.; Dir., Sch. of Educ., Southern Methodist Univ., Dallas, Texas, since 1948.

Woods, Quata, B.S.'32, North Texas State Col.; M.Ed.'52, Southern Methodist Univ.; Prin., Obadiah Knight Sch., Dallas, Texas, since 1942.

Wooten, Elmer A., M.Ed.'52, West Texas State Col.; Supt. of Indep. Sch., Dumas, Texas, since 1952.

Wranosky, Ernest J., M.A.'43, Texas Col. of Arts and Indus.; Supt., Flour Bluff Independent Sch. Dist., Corpus Christi, Texas, since 1946.

Wright, John Herbert, B.A.'18, Southern Methodist Univ.; M.A.'39, Univ. of Calif.; Prin. of Lamar Sr. H. S., Houston, Texas, since 1928.

Wright, N. O., B.S.'30, N. Texas State Col.; M.S.'46, E. Texas State Tchrs. Col.; Supt. of Sch., Farmersville, Texas, since 1934.

Wroten, Joe G., B.A.'35, La. Polytech. Inst.; Supt. of Sch., Pettus, Texas, since 1950.

Yarbrough, Cecil L., M.A.'39, Southern Methodist Univ.; Supt. of Sch., Snyder, Texas, since 1952.

Young, Floyd Joe, B.A.'31, McMurry Col.; M.A.'39, Univ. of Texas; Supt. of Sch., Seminole, Texas, since 1950.

INSTITUTIONAL MEMBERS

Ascher Silberstein School, Dallas, Texas.

Baylor University Library, Box 307, B. U. Station, Waco, Texas.

Cumberland School, Dallas, Texas.

Estill Library, Sam Houston State Tchrs. Col., Huntsville, Texas.

Forest Avenue High School, Dallas, Texas.

Howard Payne Col., Walker Memorial Library, Brownwood, Texas.

James B. Bonham School, Henderson and Manett Sts., Dallas, Texas.

James Stephen Hogg School, Dallas, Texas.

Jefferson County Education Association, c/o C. E. Doyle, Beaumont, Texas.

John Henry Brown School, Dallas, Texas.

Library, Hardin-Simmons Univ., Abilene, Texas.

Library, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas.

Library, Texas Southern Univ., Houston Texas.

Library, Texas State College for Women, Denton, Texas.

Library, West Texas State Teachers College, Canyon, Texas.

Lida Hooe School, Dallas, Texas.

Maple Lawn School, Dallas, Texas.

N. R. Crozier Technical High School, Dallas, Texas.

North Dallas High School, Dallas, Texas.

Obadiah Knight School, Dallas, Texas.

Richard Lagow School, Dallas, Texas.

Sam Houston School, Dallas, Texas.

San Jacinto School, Dallas, Texas.

Stephen F. Austin School, Dallas, Texas.

Stephen J. Hay School, Dallas, Texas.

Sunset High School, Dallas, Texas.

T. G. Terry School, Dallas, Texas.

Texas Southern Univ., 3201 Wheeler Ave., Houston, Texas.

Trinity Heights School, Dallas, Texas.

Trinity Univ., George W. Storch Memorial Library, Mrs. Theresa R. Simms, Librn., San Antonio, Texas.

University of Houston Libraries, Serial Librarian, 3801 Cullen Blvd., Houston, Texas.

W. H. Adamson High School, Dallas, Texas.

William B. Travis School, Dallas, Texas.

William Lipscomb School, Dallas, Texas.

Woodrow Wilson High School, Dallas, Texas.

UTAH

Abbott, Max Gardner, B.S.'49, M.S.'51, Utah State Agrl. Col.; Supt. of Uintah Sch., Vernal, Utah, since 1954.

Barnett, Maurice C., B.S.'40, M.S.'49, Brigham Young Univ.; Supt. of Sch., South Sanpete Sch. Dist., Manti, Utah, since 1951.

Bateman, E. Allen, A.B.'17, Univ. of Utah; M.A.'29, Univ. of Chicago; Ph.D.'40, Columbia Univ.; State Supt. of Pub. Instr., Salt Lake City, Utah, since 1945.

Bates, A. Parley, B.S.'30, Utah State Agrl. Col.; M.S.'35, Univ. of Calif.; Weber Co. Supt. of Sch., Ogden, Utah, since 1943.

Beckstead, Reed H., M.S.'54, Univ. of Utah; Asst. Supt., Jordan Sch. Dist., Sandy, Utah, since 1945.

Bennion, M. Lynn, B.S.'26, M.S.'32, Univ. of Utah; Ed.D.'36, Univ. of Calif.; Supt. of Sch., Salt Lake City, Utah, since 1945.

Blight, Alexander, B.S.'35, Brigham Young Univ.; M.S.'39, Univ. of Southern Calif.; Supt. of Tintic Sch. Dist., Eureka, Utah, since 1939.

Boyce, George A., B.S.'21, Trinity Col., (Conn.); M.A.'26, Cornell Univ.; Ed.D. '41, Tchrs. Col., Columbia Univ.; Supt. of Intermountain Indian Sch., Brigham City, Utah, since 1949.

Brockbank, Wallace W., M.S.'49, Brigham Young Univ.; Supt. of Nebo Sch. Dist., Spanish Fork, Utah, since 1950.

Burton, Mr. Alma P., B.S.'48, Utah State Agrl. Col.; M.S.'50, Brigham Young Univ.; Supt. of Alpine Sch. Dist., American Fork, Utah, since 1954.

Cameron, J. Elliot, B.S. and M.S.'49, Brigham Young Univ.; Supt. of Sevier Sch. Dist., Richfield, Utah, since 1953.

Chipman, R. S., B.S.'26, M.S.'51, Brigham Young Univ.; Supt., North Summit Sch. Dist., Coalville, Utah, since 1947.

Christensen, Dean C., B.A.'38, M.A.'48, Utah State Agrl. Col.; Supt. of Co. Sch., Duchesne, Utah, since 1950.

Christensen, Louis W., B.S.'29, Brigham Young Univ.; M.S.'42, Univ. of Utah; Dist. Supt. of Sch., Morgan, Utah, since 1943.

*Eastmond, Jefferson N., B.S.'47, M.S.'48, Brigham Young Univ.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Utah State Agrl. Col., Logan, Utah, since 1953.

Edwards, Philo Taylor, Member, Bd. of Educ., Alpine Sch. Dist., Orem, Utah, since 1952.

Eyre, Sherman G., B.S.'39, Utah State Agrl. Col.; Supt. of Sch., Logan, Utah, since 1953.

Frye, Clifford L., B.S.'35, Utah State Agrl. Col.; Emery Co. Supt. of Sch., Huntington, Utah, since 1947.

Gourley, David, B.S.'15, M.S.'35, Brigham Young Univ.; Supt. of Granite Sch. Dist., Salt Lake City, Utah, since 1944.

Harmon, Mont, B.S.'35, M.A.'43, Utah State Agrl. Col.; Supt., Carbon Co. Sch., Price, Utah, since 1948.

Harris, Sterling Richard, B.S.'24, Utah State Agrl. Col.; Supt. of Sch., Tooele, Utah, since 1940.

Hartvigsen, Elmer J., B.S.'31, Utah State Agrl. Col.; M.S.'43, Univ. of Utah; Asst. State Supt. of Pub. Instr., Salt Lake City, Utah, since 1953.

Jacobsen, Ernest A., Ed.D.'37, Univ. of Oregon; Dean, Sch. of Educ., Utah State Agrl. Col., Logan, Utah, since 1932.

Knight, Helen M., B.S.'26, Univ. of Utah; Supt. of Grand Co. Sch., Moab, Utah, since 1936.

Law, Reuben D., Ed.D.'41, Univ. of Southern Calif.; Dean, Col. of Educ., Brigham Young Univ., Provo, Utah, since 1946.

Mitchell, David R., A.B.'11, Brigham Young Univ.; Supt. of Alpine Sch. Dist., American Fork, Utah, 1938-54 (retired).

Moffitt, J. C., B.S.'26, M.S.'29, Brigham Young Univ.; Ph.D.'40, Univ. of Chicago; Supt. of Sch., Provo, Utah, since 1937.

Morgan, Samuel, B.S.'19, Utah State Agrl. Col.; Supt. of Davis Co. Sch., Farmington, Utah, since 1953.

Orton, Don A., Ed.D.'50, Harvard Univ.; Dean, Col. of Educ., Univ. of Utah, Salt Lake City, Utah, since 1952.

Parratt, J. Easton, B.A.'27, Univ. of Utah; M.A.'28, Univ. of Chicago; Supt. of Sch., Murray, Utah, since 1950.

Peterson, Arthur E., B.S.'32, Univ. of Southern Calif.; Supt. of Jordan Sch. Dist., Sandy, Utah, since 1945.

Smith, Dasil A., A.B.'15, M.A.'23, Univ. of Utah; Assoc. Prof. of Educ., Univ. of Utah, Salt Lake City, Utah, since 1947.

Smith, T. O., B.S.'27, M.S.'31, Univ. of Utah; Ed.D.'48, Univ. of Southern Calif.; Supt. of City Sch., Ogden, Utah, since 1950.

Theurer, Lloyd M., B.S.'28, Utah State Agrl. Col.; Cache Co. Supt. of Sch., Logan, Utah, since 1946.

Tommaney, Thomas A., A.B.'38, Univ. of Kansas; M.S.'50, Okla. A. and M. Col.; Prin., Intermountain Sch., Brigham City, Utah.

Van Wagoner, Ferrin D., B.S.'44, Brigham Young Univ.; Supt. of Sch., Heber, Utah, since 1952.

Weight, Kenneth E., B.S.'22, M.S.'28, Brigham Young Univ.; Co. Supt. of Sch., Brigham City, Utah, since 1947.

West, Allan M., B.S.'32, Utah State Agrl. Col.; Exec. Secy., Utah Educ. Assn., Salt Lake City, Utah, since 1946.

Wright, Ianthus, Supt. of Sch., Cedar City, Utah.

INSTITUTIONAL MEMBER

Library, Univ. of Utah, Salt Lake City, Utah.

VERMONT

Adams, Frank R., Diploma '12, Pa. State Normal Sch., Bloomsburg; B.A.'18, Dickinson Col.; Supt. of Sch., St. Johnsbury, Vt., since 1933.

Allen, Harlan B., B.S.'16, M.A.'19, Union Col.; Ph.D.'39, New York Univ.; Dist. Supt. of Sch., Brattleboro, Vt.

Amsden, Clarence P., B.S. in Ed.'31, M.A. in Ed.'41, Univ. of Vt.; Dist. Supt. of Sch., Woodstock, Vt., since 1943.

Anderson, Raymond, A.M.'37, Ed.D.'43, Sch. of Educ., New York Univ.; Dist. Supt. of Sch., Swanton, Vt., since 1940.

Ashland, Homer Butler, Ph.B.'24, M.Ed.'33, Univ. of Vt.; Supt. of Sch., Rutland, Vt., since 1948.

Bigelow, Edwin Lawrence, A.B.'13, Middlebury Col.; A.M.'26, Columbia Univ.; Dist. Supt. of Sch., Manchester Center, Vt., since 1926.

Bole, Lyman W., B.S.'19, Cornell Univ.; M.Ed.'39, Univ. of Vt.; Supt. of Sch., Springfield, Vt., since 1940.

Bole, Rita L., A.B.'20, Middlebury Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Pres., State Tchrs. Col., Lyndon Center, Vt., since 1927.

*Boothby, Arthur Z., Ped.B.'00, N. Y. State Col. for Tchrs., Albany; B.S.'16, A.M.'23, Tchrs. Col., Columbia Univ. Address: Weston, Vt.

Boright, Charles P., B.S. in Ed.'28, M.Ed. '42, Univ. of Vt.; Supt. of Sch., Morrisville, Vt., since 1953.

Bountress, George W., B.S.Ed.'40, Pa. State Tchrs. Col., East Stroudsbury; M.Ed.'42, Univ. of N. H.; Supt. of Sch., Chittenden East Dist., Essex Junction, Vt., since 1952.

Bullis, Jerome Q., B.S.'30, Univ. of Vt.; Dist. Supt. of Sch., Ludlow, Vt., since 1945.

Burnette, John R., Dist. Supt. of Sch., Brandon, Vt. since 1954.

Butler, N. Richard, B. in M.E.'29, Northeastern Univ.; Ed.M.'39, Mass. State Tchrs. Col., Hyannis; Supt. of Sch., Bellows Falls, Vt.

Byrne, Thomas J., B.S.'22, Dartmouth Col.; Ed.M.'33, Harvard Univ.; Supt. of Sch., Windsor South-East Dist., Windsor, Vt., since 1935.

Carr, Alden J., A.B.'29, Brown Univ.; A.M. '31, Boston Univ.; Ed.M.'50, Univ. of Vt.; Pres., State Tchrs. Col., Castleton, Vt., since 1950.

Clowse, Eugene H., Ph.B.'09, M.A.'49, Univ. of Vt.; Supvg. Prin. of Sch., Richmond, Vt., since 1915.

Codding, Ernest M., B.S. in Ed.'31, M.Ed. '42, Univ. of Vt.; Supt. of Addison Northeast Sch. Dist., Bristol, Vt., since 1953.

Currier, Roland E., B.S.'26, Bates Col.; M.S. in Ed.'36, Univ. of Maine; Supt. of Essex-Orleans Sch. Dist., Island Pond, Vt., since 1946.

Demeritt, Clinton W., B.S.'30, Middlebury Col.; Ed.M.'42, Univ. of Vt.; Supt. of Franklin-Chittenden West Sch. Dist., St. Albans, Vt., since 1947.

Dyer, Daniel B., B.S.'34, Ed.M.'43, Univ. of Vt.; Dist. Supt. of Sch., Concord, Vt., since 1950.

Eaton, Ralph A., B.S.'32, Norwich Univ.; M.E.'42, Univ. of Vt.; Supt. of Central Addison Union Sch. Dist., Middlebury, Vt., since 1953.

Fiske, Fremont, Diploma '31, Vt. State Normal Sch., Johnson; B.S. in Ed.'42, Boston Univ.; M.A.'45, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Waterbury, Vt., since 1947.

Freitas, John A., Ph.B.'34, Boston Col.; Ed.M.'43, Univ. of Vt.; Supt., Town of Hartford Sch. Dist., White River Junction, Vt., since 1954.

Fussell, Clyde G., A.B.'25, A.M.'26, Middlebury Col.; Ed.M.'38, Univ. of N. H.; Supt. of City Sch., Barre, Vt., since 1952.

Gallagher, Walter D., B.S.'25, Middlebury Col.; M.A.'35, Columbia Univ.; Dist. Supt. of Sch., Northfield, Vt., since 1945.

Haggerty, Tobin, Supt., Franklin-Northeast Sch. Dist., Richford, Vt.

Heath, Allan J., B.S.'23, Univ. of Mass.; M.A.'42, Univ. of Vt.; Supt. of Sch., Bennington, Vt., since 1944.

Holden, Arthur John, Jr., S.B. in C.E. and Bus. Admin.'23, Ed.M.'29, Harvard Univ.; Ed.D.'43, Columbia Univ.; State Comm. of Educ., Montpelier, Vt., since 1949.

Hunt, Lyman Curtis, A.B.'12, Univ. of Vt.; M.A.'38, Columbia Univ.; Supt. of Sch., Burlington, Vt., since 1952.

Keniston, Harry A., Dist. Supt. of Sch., Barton, Vt., since 1952.

King, Thomas C., B.A.'40, M.S.'41, Ft. Hays Kansas State Col.; Ed.D.'50, Harvard Univ.; Dean, Col. of Educ. and Nursing, Univ. of Vt., Burlington, Vt.

Lawton, Albert D., A.B.'16, Dartmouth Col.; Supt. of Central Sch., Chittenden Co., Essex Junction, Vt., since 1935.

Lull, Robert Delano, Jr., A.B.'35, Dartmouth Col.; M.E.'51, Univ. of Vt.; Supt., Chittenden West Sch. Dist., Shelburne, Vt., since 1948.

McClelland, Donald W., A.B.'11, M.A.'25, Univ. of Vt.; Supt. of Sch., Montpelier, Vt., 1944-54 (retired).

Mallard, Joseph, Supt. of Southwest Orleans Co. Sch., Hardwick, Vt., since 1953.

Martin, Wallace A., Supt. of Northwest Dist. Sch., Windsor Co., Rochester, Vt.

Mathewson, Philip Hoyt, B.S.'35, Middlebury Col.; M.A.'38, Univ. of Mich.; Supt. of Sch., Montpelier, Vt., since 1954.

Maynard, Addie E., B.S. in Ed.'37, Boston Univ.; M.A.'42, Tchrs. Col., Columbia Univ.; State Helping Tchr., 5 Dutton Ave., Fair Haven, Vt.

Montague, Harry N., B.S.'28, M.E.'39, Univ. of Vt.; Supt. of Sch., Brattleboro, Vt., since 1951.

Moore, Milton G., B.S.'26, Univ. of Conn.; M.Ed.'37, Univ. of Vt.; Acting Supt. of North Lamoille Co. Sch. Dist., Johnson, Vt., since 1953.

Moulton, Lloyd W., B.S.'27, Dartmouth Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Vergennes, Vt., since 1947.

Murray, John N., A.B.'34, Cedarville Col.; M.Ed.'43, Univ. of Vt.; Supt. of Orange Co. Southwest Sch. Dist., Randolph, Vt., since 1953.

Nason, Charles F., A.B.'31, Univ. of Maine; M.Ed.'42, Univ. of Vt.; Dist. Supt. of Sch., Chester, Vt., since 1943.

Parker, A. Courtney, A.B.'13, Dartmouth Col.; M.A.'22, Columbia Univ.; Supt. of Orange-Windsor Sch. Dist., South Royalton, Vt., since 1927.

Pelkey, W. Harry, B.S.'28, Tchrs. Col., Columbia Univ.; M.E.'42, Univ. of Vt.; Supt. of Sch., Windham Central Dist., Newfane, Vt., since 1947.

Perrin, Justus Newton, Jr., A.B.'20, Middlebury Col.; M.E.'42, Univ. of Vt.; Dist. Supt. of Sch., Orange-Washington Union Sch. Dist., Barre, Vt., since 1952.

Phelps, Edson E., A.B.'29, Dartmouth Col.; Ed.M.'41, Boston Univ.; Supt. of Southwest Rutland Co. Sch. Dist., Poultney, Vt., since 1953.

Roberts, Llewellyn, A.B.'29, Middlebury Col.; M.Ed.'40, Univ. of Vt.; Dist. Supt. of Sch., Danville, Vt., since 1943.

St. Marie, Eugene J., B.Ed.'40, Clark Univ.; M.A.'43, Univ. of Ill.; Supt. of Northwest Orleans Sch. Dist., Westfield, Vt., since 1953.

Sargent, Theodore D., B.S. in Ed.'34, M.S. in Ed.'42, Univ. of Vt.; Dist. Supt. of Sch., Orwell, Vt., since 1947.

Sawyer, Charles, Northeast Dist. Supt. of Sch., Washington Co., Montpelier, Vt.

Stiles, Frank O., B.S.'23, M.E.'39, Univ. of Vt.; Dist. Supt. of Sch., Fair Haven, Vt., since 1940.

Taplin, Winn L., B.S.'18, Iowa State Col.; M.A.'35, Univ. of Vt.; M.A.'43, Yale Univ.; Dir. of Educ. Planning, State Dept. of Educ., Montpelier, Vt., since 1947.

*Threlkeld, A. L., B.Pd.'11, Northeast Mo. State Tchrs. Col., Kirksville; B.S.'19, Univ. of Mo.; A.M.'23, Tchrs. Col., Columbia Univ.; LL.D.'30, Univ. of Denver; Ed.D.'32, Univ. of Colo.; LL.D.'35, Colo. Col.; Pres., Dept. of Superintendence, 1936-37; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Montclair, N. J., 1937-50 (retired). Address: South Londonderry, Vt.

Wagner, Leon E., B.S.'39, Boston Univ.; M.A.'42, Univ. of Vt.; Supt. of Southwest Bennington Dist. Sch., Bennington, Vt., since 1948.

Wakefield, Urban C., A.B.'31, Ohio Northern Univ.; M.Ed.'41, Univ. of Vt.; Dist. Supt. of Sch., Lyndonville, Vt., since 1946.

Wells, Lynford L., Ph.B.'26, M.Ed.'40, Univ. of Vt.; Supt. of North Orleans Sch. Dist., Newport, Vt., since 1940.

Whitcomb, Fay G., B.S.'33, Springfield Col.; Dist. Supt. of Sch., Bradford, Vt., since 1948.

White, Thomas Holman, B.A.'36, Pa. State Col.; M.Ed.'47, Univ. of Vt.; Supt. of Grand Isle Union Sch. Dist., Alburg, Vt., since 1953.

Wiggin, Joseph A., A.B.'09, Bates Col.; Exec. Secy., Vt., Educ. Assn., Montpelier, Vt., since 1949.

INSTITUTIONAL MEMBER

Director of Libraries, Univ. of Kansas and State Hist. Soc., Burlington, Vt.

VIRGINIA

Adams, Lucius G., A.B.'16, Va. Polytech. Inst.; M.A.'18, Univ. of Va.; Asst. Supt. of Bldg. Sch. in Cap. of Conn., Richmond, Va., since 1922.

Alsop, Earl Adams, A.B.'16, Roanoke Col.; M.Ed.'30, Univ. Univ.; Supt. of Sch., Grad. Fr., Fredericksburg, Va., since 1926.

Arrow, Edward, Jr., A.B.'16, M.A.'18, Ph.D. '21, Univ. of Va.; Univ. Major Washington Coll. of the Univ. of Va., Fredericksburg, Va., since 1926.

Bullock, Robert Hamilton, A.B.'16, Lynchburg Col.; M.Ed.'30, Univ. Univ.; Supt. of Sch., Clifton Forge, Va., since 1926.

Bowles, William Rosewell, M.A.'17, Univ. of Va.; Div. Supt. of Highland Co. Sch., Covington, Va., since 1926.

Bell, M. D., A.B.'16, Lynchburg Col.; M.A. '17, Univ. of Va.; Supt. of Sch., Harrisonburg, Va., since 1927.

Bryan, Lucy W., Diploma'16, Farm Sem.; Cert. Engin., Sch. Engin., Univ. Univ.; Supt. of Sch., Richmond, Va., since 1926.

Bumgardner, Robert W., A.B.'16, Univ. of N. C.; M.A.'18, Univ. Col., Columbia Univ.; Supt. Charlotte Co. Sch., Keysville, Va., since 1926.

Burnett, Percy Tuggle, A.B.'16, Hampden-Sydney Col.; M.A.'18, Univ. of Va.; Div. Supt. of Sch., Danville, Va., since 1926.

Burns, A. E., A.B.'16, Univ. of Richmond; M.A.'18, Univ. of Va.; Div. Supt., Lancaster and Northumberland Co. Sch., Heathsville, Va., since 1926.

Bryan, Edward J., A.B.'17, Bethany-Wallace Col.; M.A.'21, Univ. of Wis.; Supt. Supt. of Sch., Arlington, Va., since 1926.

Bradshaw, John J., A.B.'16, Roanoke Col.; A.M.'20, Univ. of Va.; Supt. of Sch., Norfolk, Va., since 1926.

Buchanan, Percy F., A.B.'16, Appalachian State Teach. Col.; M.A.'21, W.&M. Co. Principals Inst.; Div. Supt. of Sch., Highland Co., Monterey, Va., since 1926.

Bussinger, C. M., A.B.'16, Col. of William and Mary; M.A., Columbia Univ.; Supt., Amelia-Nottoway Sch., Nottoway, Va., since 1926.

Byrd, Beatty, A.B.'16, Col. of William and Mary; M.A.'21, Columbia Univ.; Supt. of Williamsburg-James City Co. Sch., Williamsburg, Va., since 1926.

Cole, Paul G., A.B.'17, Univ. of Richmond; M.A.'27, Univ. of Va.; Div. Supt. of Albemarle Co. Sch., Charlottesville, Va., since 1927.

Cleveland, O. E., A.B.'16, Southeastern State Col. (Okla.); M.A.'20, Tulane Col., Columbia Univ.; Ed.D.'30, Duke Univ.; Supt. Clinch Valley Div., Univ. of Va., Wise, Va., since 1926.

Cannon, Albert E., A.B.'16, Roanoke Col.; M.A.'17, George Peabody Col. for Teach.; Div. of Instr., City Sch., Roanoke, Va., since 1927.

Carter, M. L., A.B.'17, Roanoke Col.; A.M. '27, Univ. of Chicago; Supt. of Sch., Martinsville, Va.

Cogsell, Noah E., A.B.'16, Bucknell Univ.; M.A.'20, Univ. Univ.; Div. Supt. of Augusta Co. Sch., Staunton, Va., since 1926.

Charlton, Walter G., A.B.'16, Wofford Col.; A.M.'20, Columbia Univ.; Div. Supt. Bland, Pulaski, Wythe Co. Sch., Wytheville, Va., since 1926.

Chenault, Albert W., A.B.'16, Washington and Lee Univ.; M.A.'17, George Peabody Col. for Teach.; Div. Supt. of Co. Sch., Norfolk, Va., since 1926.

Carlton, Paul W., A.B.'16, Concord Col.; M.A.'18, Univ. Univ.; Columbia Univ.; Div. Supt. of Sch., Cedar City, Va., since 1926.

Coates, Morgan Lafayette, A.B.'17, Univ. of Richmond; A.M.'20, Univ. of Chicago; Ed.M.'30, Harvard Univ.; Div. Supt., Wise, Washington Co. of the Univ. of Va., Fredericksburg, Va., since 1926.

Cox, Frank W., A.B.'16, Col. of William and Mary; M.A.'21, Univ. of Va.; Div. Supt. of Sch., Princess Anne, Va., since 1926.

Crump, Frank J., A.B.'16, A.M.'18, Univ. of Va.; Co. Supt. of Sch., Pulaski, Va., since 1926.

Cunningham, A. Clinton, A.B.'17, M.A.'18, Univ. of Va.; Nansemond-Suffolk Co., Suffolk, Va., since 1926.

Dunlap, Robert Preston, A.B.'16, LL.B.'18, Va. State Univ.; A.M.'26, Univ. Col., Columbia Univ.; Ph.D.'30, Columbia Univ.; LL.D.'30, Morris Brown Col., Pres., Va. State Col., Petersburg, Va., since 1926.

Davis, Charles Bruce, A.B.'16, Hampden Col.; M.A.'18, Williamsburg Col.; Div. Supt. of Henrico Co. Sch., Richmond, Va., since 1926.

Dalhouse, Fay E., A.B.'16, King Col.; M.A. '17, Univ. of Va.; Supt. of Sch., Bedford, Va., since 1926.

Deputat, William Hansen, B.A.'17, Col. of William and Mary; M.A.'18, Columbia Univ.; Asst. Supt. of Sch., Richmond, Va., since 1926.

Driscoll, Irving E., A.B.'16, Col. of William and Mary; M.A.'20, Univ. of Va.; Div. Supt. of Sch., Buckingham, Va., since 1926.

Ellis, Paschal E., A.B.'17, Col. of William and Mary; M.A.'18, Univ. of Va.; Supt. of Sch., Charlottesville, Va., since 1926.

Fagan, Mason F., A.B.'16, M.A.'18, Col. of William and Mary; Div. Supt., Lunenburg Co. Sch., Victoria, Va., since 1926.

Fisher, A.F., A.B.'16, Roanoke Col.; M.A. '20, Univ. of Va.; Supervi. Clerk, Bd. of Educ., Roanoke, Va., since 1926.

Forman, Dennis Graham, A.B.'16, M.A.'17, Col. of William and Mary; Div. Supt. of Mathews-Gloucester Sch., Mathews, Va., since 1927.

Foster, Tyleneige D., A.B.'16, M.A.'17, Col. of William and Mary; Supt. of Essex Co. Sch., Warsaw, Va., since 1926.

Fox, John Joseph, B. S. in Ed.'16, Roanoke Col.; Supt. of Campbell Co. Sch., Rustburg, Va., since 1921.

Fulcher, Tyler, M.A.'17, Univ. of Va.; Div. Supt., Amherst Co. Sch., Amherst, Va., since 1922.

Parker, Walter Joseph, B.S.(b), Col., of Writing and Math., M.S.(b), Univ. of Va., Ed.D., Univ. of Col., Dep. and Supt. and Eng. Mathem., Consolid. Beg. Mathem. Tr., since 1955.

Parks, Thomas Reynolds, B.S.(b), Va. Polytech. Inst., Div. Supp. of Eng., Industrial Eng. Tr., since 1955.

Pitts, F. Kathleen, B.S.(b), Col., of Mathem. and Math., M.S.(b), Univ. of Pennsylv., Dep. of Eng., Mathem. Tr., since 1955.

Pollard, Harold T., B.S.(b), M.S.(b), Rensselaer Polytech. Inst., M.S., Col., of Mathem., Dep. of Eng., Mathem. Tr., since 1956.

Pott, L. T., B.S.(b), Univ. of Richmond, M.S.(b), Col. of William and Mary, Div. Supp. of Eng., Mathem. Tr., since 1955.

Pugsley, Logan C., M.S.(b), Col. of Mathem. and Math., Dep. of Eng., Mathem. Tr., since 1956.

Rawlings, Thomas Rushing, A.B. and M.S., Va. Mil. Inst., Ch. of Div. Supp. of Eng., Dept. and Mathemat. Consulta. Tutor Cons. Tr., since 1956.

Rees, Joseph Ewart, B.S.(b), Col. of Mathem. and Math., M.S.(b), Univ. Pitts., Computing Div., Supp. Tr., Eng. for the Tutor and the Mathem. Consult., Tr., since 1956.

Rhyne, Rudolf Ewart, A.B.(b), Col. of William and Mary, M.S.(b), Rensselaer Univ., Supp. of Mathematics Cn. Eng., Worldwide Tr., since 1956.

Richman, George W., Col., A.B.(b), High Point Col., M.S.(b), M.S.(b), Ed.D., Univ. of N. C., Div. of Educ. Planning, Pub. Sch., Research, Tr., since 1956.

Richmond, Clyde E., B.S.(b), L.L.B.(b), Bridgewater Col., M.S.(b), George Washington Col. in Chem., Supp. of Tutorial Cn. Sch., Richmond, Tr., 1956-58 (on leave); Alumni, 202 N. Confederate Ave., Harrison, Tr.

Rock, Paul Garland, B.S.(b), Eng. Col., M.S.(b), Univ. of Va., Supp. of Sch., Fredericksburg, Tr., since 1956.

Rowell, Donald J., Supp. Supp. of Public Instr., Richmond, Tr.

Sebell, Frederick Anthony, B.S.(b), Univ. of Wis., A.M.(b), Ed.D.(b), George Washington Univ., Div. Commercial Curriculum Educ., Wheeling, Tr., since 1955 (On leave 1956-57, Alumni, 180 Fulton, Hartford, Wis.)

Sexton, A. M., B.S., and M.S.(b), Univ. of Va., Ph.D.(b), Univ. of Wisc., Alumni, 1070 Winston Ave., Charlottesville, Tr.

Shelton, Floyd Franklin, B.S.(b), Col. of William and Mary, M.S.(b), Columbia Univ., Div. Div. of Research and Planning, Supp. Sch. of Educ., Richmond, Tr.

Simmons, Clarence, A.B.(b), Col. of William and Mary, M.S.(b), Va. Polytech. Inst., Supp. of Charlot. Cnty. and New Kent Counties, Providence Forge, Tr., since 1956.

Simmons, Stanley Clarence, B.S.(b), Univ. of Va., B.S.(b), M.S.(b), Temple Univ., Prof. of Educ., Tr., Eng. Col., Harrisonburg, Tr., since 1956.

Smart, Cyr. Col., George Tyle, B.S.(b), Wisc. State Teach. Col., Whitewater, M.S., Univ. of Colo., Ph.D.(b), Univ. of Mi., Tech. Information Officer, U. S. Army Corps of Engrs., Fort Belvoir, Va., since 1955.

Sue, Fred Sun, A.B.(b), Univ. of Mississippi, M.S.(b), Ed.D., Col. of Mathematics, Supp. Sch., Lexington, Tr., since 1956.

Sutton, J. J., Jr., B.S.(b), Washington and Lee, M.S., Va. Mil. Inst., Supp. of Sch., Wise Co. Sch., Wise, Tr., since 1955.

Tate, Jesse John Hudson, B.S.(b), Col. of William and Mary, M.S.(b), Univ. of Va., Supp. of Sch., Pulaski, Tr., since 1956.

Tate, Roy A., B.S.(b), Col. of William and Mary, M.S.(b), Hampt. Institute, Div. Supp. of Sch., Halifax Co., Halifax, Tr., since 1956.

Tate, R. L., B.S.(b), Univ. of Richmond, M.S.(b), Univ. Va., Curriculum, Div., Div. Supp. of Co. Sch., Hanover, Tr., since 1956.

Tomlinson, Adam L., B.S.(b), Col. of William and Mary, M.S.(b), Univ. of Va., Supp. Supp. of Sch., Norfolk, Tr., since 1956.

Turnbull, Robert E., B.S.(b), Univ. of Va., M.S.(b), Ed.D., Supp. Supp. of Sch., Supp. of Schools, Supp. Supp. of Sch., Lynchburg, Tr., since 1956.

Tyler, William F., Jr., B.S.(b), M.S.(b), Col. of William and Mary, Supp. Mathematics Cn. Sch., Danville, Tr., since 1956.

Vaughan, C. Hugh, B.S.(b), Col. of William and Mary, M.S.(b), Univ. of Va., Div. Supp. of Schools, Hampton, Tr., since 1956.

Villis, Thomas J., B.S.(b), Farmer, Ky. Univ., M.S.(b), Univ. of Mo., M.S., Mt. Vernon Seminary Col. in Visitor, Supp. Supp. of Sch., Richmond, Tr., since 1956.

Vose, Raymond V., B.S.(b), Columbia Univ., Engineer, Div. of Planning and Economic Development, 20 East Phelps Bldg., Richmond, Tr.

Wilkinson, George J., B.S.(b), Hampden-Sydney Col., Supp. Coordinator-Prince Edward Co. Sch., Farmville, Tr., since 1956.

Wilkinson, Joseph Rudolph, B.S.(b), A.M., Mt. St. Ivy Univ., A.M.(b), Harvard Univ., L.H.D.(b), Hampden Col., Supp. of Sch., Roanoke, Tr., 1956-58 (retired).

Wood, A. J., Supp. of Sch. Sch., Portsmouth, Va.

Worrell, Charles Ryan, Jr., B.S.(b), Southeast. Mo. State Col., M.S.(b), Univ. of Wis., Ph.D.(b), Univ. Univ., Supp. Supp. Sch. Sch. Supp. Supp. Div. of Va. Polytech. Inst., Blacksburg, Tr., since 1956.

Wright, J. Leonard, B.S.(b), Emory and Henry Col., M.S.(b), Univ. of Va., Supp. Co. Supp. of Sch., Marion, Tr., since 1956.

Wright, John David, B.S.(b), Southeast. Mo. Col., M.S.(b), Univ. of Va., Supp. of Sch., Petersburg, Tr., since 1956.

Wilkes, G. Tyler, B.S.(b), Va. Military Inst., Supp. Supp. Col., Harrisonburg, Tr., since 1956.

Young, Hiram G., B.S.(b), Bowdoin Univ., M.S.(b), Univ. of Pittsburgh, L.L.B.(b), Harvard Univ., Supp. Supp. Sch., Hampton, Tr., since 1956.

Young, Guy E., B.S.(b), M.S.(b), Univ. of Va., Supp. Supp. of Sch., Portsmouth, Tr., since 1956.

Munro, Paul Merritt, A.B.'10, Emory Univ.; M.A.'22, Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Lynchburg, Va. since 1945.

Nelson, Robert Oliver, A.B.'20, Erskine Col.; M.A.'30, George Peabody Col. for Tchrs.; Ph.D.'41, Univ. of Ga.; Supt. of Sch., Newport News, Va., since 1946.

Nininger, R. Douglas, A.B.'28, Bridgewater Col.; M.A.'43, Univ. of Va.; Div. Supt. of Sch., Roanoke Co., Salem, Va., since 1945.

Painter, Hunter M., B.A.'16, Roanoke Col.; M.A.'26, Univ. of Va.; Botetourt Co. Supt. of Sch., Fincastle, Va., since 1933.

Pence, Wilbur S., M.A.'42, Tchrs. Col., Columbia Univ.; Supt., Rockingham Co. Sch., Harrisonburg, Va., since 1950.

Picott, J. Rupert, A.B.'32, Va. Union Univ.; M.Ed.'40, Temple Univ.; Exec. Secy., Va. Tchrs. Assn., Richmond, Va., since 1944.

Pierce, Arthur E., B.S.'24, Univ. of Mass.; Ed.M.'30, Harvard Univ. Address: c/o McGinnis, Box 291, Arlington, Va.

Ramsey, Harold W., A.B.'27, M.A.'40, Col. of William and Mary; Franklin Co. Supt. of Sch., Rocky Mount, Va., since 1927.

Reedy, C. E., B.A.'31, Emory and Henry Col.; M.A.'39, George Peabody Col. for Tchrs.; Dir. of Instr., Dickenson Co. Sch., Clintwood, Va., since 1953.

Reid, Ray E., B.S.'26, M.A.'36, Col. of William and Mary; Asst. Supt. of Pub. Instr., State Board of Educ., Richmond, Va.

Reynolds, Robert Pierce, A.B.'30, Emory and Henry Col.; M.A.'35, George Peabody Col. for Tchrs.; Div. Supt. of Carroll Co. Sch., Hillsville, Va., since 1953.

Rhudy, Burt Cecil, M.S.'36, Univ. of Va.; Div. Supt. of Sch., Grayson Co., Independence, Va., since 1949.

Robinson, Woodrow W., A.B.'32, King Col. (Tenn.); M.A.'42, Duke Univ.; Supt. of Floyd Co. Sch., Floyd, Va., since 1953.

Rushton, E. W., A.B.'26, Litt.D.'50, Wofford Col.; M.A.'40, Univ. of S.C.; Supt. of Sch., Roanoke, Va., since 1953.

Rutter, T. Edward, B.S.E.'29, Franklin and Marshall Col.; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Arlington, Va., since 1952.

Sanford, T. R., Jr., B.S.'27, Univ. of Richmond; M.A.'33, New York Univ.; Supt. of Sch., Hilton Village, Va., since 1933.

Savage, W. R., Jr., Supt. of Sch., Suffolk, Va.

Scarborough, William Acree, A.B.'19, Randolph-Macon Col., M.A.'21, Univ. of Pa.; Supt., Co. Sch., Dinwiddie, Va., since 1923.

Schmitt, Irvin H., M.A.'37, State Univ. of Iowa; Supt. of Sch., Falls Church, Va., since 1949.

Shelburne, C. C., B.S.'27, M.S.'34, Univ. of Va.; Admin. Asst., Henrico Co. Sch., Richmond, Va.

Shelburne, L. F., M.A.'14, Univ. of Va.; Supt. of Sch., Staunton, Va., since 1925.

Showalter, John F., Ph.D.'45, Univ. of Nebr.; Admin. Asst. to the Supt. of Sch., Richmond, Va.

Sinclair, Theodore R., B.S.'20, Va. Polytech. Inst.; M.A.'46, Univ. of Va.; Asst. Supt. of Sch., Alexandria, Va., 1947-54.

Sisson, Francis Watson, B.S.'32, Univ. of Va.; M.A.'38, Ed.D.'52, Tchrs. Col., Columbia Univ.; Dir. of Personnel, City Sch., Richmond, Va., since 1953.

Smith, Charles William, B.A.'30, Howard Col.; M.A.'46, Col. of William and Mary; Supt. of City Sch. and Prince George Co., Hopewell, Va., since 1946.

Smith, Stanley Vernon, A.B.'42, Univ. of Buffalo; M.A.'47, Cornell Univ.; Dir. of Research, Co. Sch., Arlington, Va., since 1951.

Snead, Joseph Payne, B.A.'13, Univ. of Richmond; Supt. of Fluvanna Co. Schs., Fork Union, Va., since 1925.

Stanley, Everette B., A.B.'32, Emory and Henry Col.; M.A.'37, George Peabody Col. for Tchrs.; Supt. of Wash. Co. Sch., Abingdon, Va., since 1953.

Stiles, Lindley J., A.B.'35, M.A.'39, Ed.D.'45, Univ. of Colo.; Dean, Sch. of Educ., Univ. of Va., Charlottesville, Va., since 1949.

Story, William J., Jr., A.B.'34, Elon Col.; M.Ed.'49, Col. of William and Mary; Supt. of Sch., South Norfolk, Va., since 1949.

Sutherland, J. Hoge T., B.A.'21, Washington and Lee Univ.; M.A.'40, Univ. of Va.; Div. Supt. of Sch., Dickenson Co., Clintwood, Va., since 1953.

Tyler, James Walter, B.A.'47, M.A.'48, Ed.D.'52, George Peabody Col. for Tchrs.; Prin., Jamestown Elem. Sch., Arlington, Va., since 1952.

Van Pelt, Joseph Benjamin, B.A.'26, Randolph-Macon Col.; M.A.'38, Univ. of Va.; Supt. of Sch., Bristol, Va., since 1945.

Vaughan, William A., B.A.'20, Richmond Col.; M.A.'30, Univ. of Va.; Div. Supt. of Sch., Bowling Green, Va., since 1921.

*Waller, J. Flint, B.A.'16, Univ. of Va.; M.A.'28, Ph.D.'32, Columbia Univ. Address: 1804 North Augusta St., Staunton, Va.

Walton, Benjamin F., B.S.'21, Randolph-Macon Col.; M.A.'42, Univ. of Va.; Div. Supt. of Sch., Brunswick Co., Lawrenceville, Va., since 1949.

Watkins, C. W., B.S.'28, Roanoke Col.; A.M. '50, New York Univ.; Asst. Supt. of Sch., Martinsville, Va., since 1952.

Weisiger, Louise P., B.A.'15, Sweet Briar Col.; M.A.'31, Ed.D.'45, Tchrs. Col., Columbia Univ.; Dir. of Research, Pub. Sch., Richmond, Va., since 1946.

White, Hugh Vernon, B.A.'23, M.A.'40, Col. of William and Mary; Supt. of Nansemond Co. Sch., Suffolk, Va., since 1934.

Whitehead, William M., B.S.'32, M.A.'35, New York Univ.; LL.D.'50, Va. State Col.; Supt., Va. State Sch., Hampton, Va., since 1940.

Will, Edwin E., B.A.'31, Bridgewater Col.; M.A.'42, Univ. of Va.; Bath Co. Supt. of Sch., Warm Springs, Va., since 1949.

Willett, Henry I., B.A.'25, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Va., since 1946.

Williams, Robert F., B.A.'29, Roanoke Col.; M.A.'32, Columbia Univ.; Exec. Secy., Va. Educ. Assn., Richmond, Va., since 1946.

Williams, Thomas C., B.S.'15, Va. Military Inst.; M.A.'38, George Washington Univ.; Supt. of Sch., Alexandria, Va., since 1933.

Wilson, George A., A.B.'38, Shepherd Col.; M.A.'51, W. Va. Univ.; Prin., H. S., Clifton Forge, Va., since 1953.

Wise, Henry A., B.S.'98, Va. Polytech. Inst.; M.A. and LL.B.'05, Centre Col.; M.A.'11, Univ. of S. C.; Div. Supt. of Sch., Accomac, Va, 1929-54 (retired). Address: Craddockville, Va.

Woodson, Wilbert T., A.B.'16, Col. of William and Mary; Div. Supt. of Sch., Fairfax, Va., since 1929.

INSTITUTIONAL MEMBERS

Johnston Memorial Library, Va. State Col., Petersburg, Va.

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WASHINGTON

Allen, A. Whitner, Elem. Dipl. '29, Life Dipl. '31, Wash. State Normal Sch.; Elem. Certif. '39, Central Wash. Col. of Educ.; Yakima Co. Supt. of Sch., Yakima, Wash., since 1950.

Allen, Wendell C., Ed.D.'42, Tchrs. Col., Columbia Univ.; Asst. State Supt. of Pub. Instr., Olympia, Wash., since 1950.

Anderson, Homer T., B.A.'39, Eastern Wash. Col. of Educ., Cheney; B.E.'43, State Col. of Wash.; Supt., Bethel Sch. Dist. 403, Spanaway, Wash.

Anderson, Loran E., B.A. in Ed.'35, Eastern Wash. Col. of Educ.; B.E.'46, Whitworth Col.; Supt. of Sch. Dist. 348, Otis Orchards, Wash., since 1949.

Bates, Robert C., B.S.'41, Minn. State Tchrs. Col., Mankato; M.Ed.'53, Univ. of Wash.; Supt., Sch. Dist. 25, Marysville, Wash., since 1954.

Beardsley, W. H., B.S.'16, State Col. of Wash.; Supt. of Sch., Bothell, Wash., 1942-54.

Bennett, (Mrs.) Dorothy J., Snohomish Co. Supt. of Sch., Everett, Wash., since 1947.

Bethel, (Mrs.) Ruth, Pierce Co. Supt. of Sch., Tacoma, Wash.

Blankenship, Alden H., B.A.'33, M.A.'38, Univ. of Wash.; Ed.D.'43, Tchrs. Col., Columbia Univ.; Supt. of Sch., Tacoma, Wash., since 1950.

Bloom, Edward F., B.A.'27, M.A.'34, Univ. of Wash.; Supt. of Sch., Kennewick, Wash., since 1953.

Blore, Wallace Emmons, M.S.'47, Univ. of N. Dak.; Supt. of Sch. Dist. 323, Sequim, Wash., since 1952.

Bohrnsen, William F., B.A.'34, Eastern Wash. Col. of Educ.; M.A.'42, Univ. of Wash.; Supt. of Sch., Hoquiam, Wash., since 1949.

Brain, George Bernard, B.A.'40, M.A.'50, Central Wash. Col. of Educ.; B. A.'42, Univ. of Colo.; Supt. of Sch. Dist. 405, Bellevue, Wash., since 1953.

Brock, Frank M., B.S.'41, Western Wash. Col. of Educ.; Asst. Supt. and Bus. Mgr., Pub. Sch., Seattle, Wash., since 1943.

Browning, LeRoy M., B.A.'28, Col. of Puget Sound; Supt. of Sch., Warden, Wash., since 1950.

Buhrmester, Paul L., B.A.'37, Eastern Wash. Col. of Educ.; B.Ed.'49, M.Ed. '52, State Col. of Wash.; Supt. of Sch., Dist. 405, Oroville, Wash., since 1953.

Burns, H. Lyle, B.A.'32, Wash. State Col.; Supt. of Sch., Steptoe, Wash., since 1948.

Cady, Donald I., B.A.'26, Univ. of S. Dak.; M.A.'36, Univ. of Wash.; Supt., South Central Sch. Dist. 406, Seattle, Wash., since 1936.

Campbell, Ernest W., A.B.'18, LL.B.'22, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1940.

Carter, Gordon L., B.S. in Ed.'35, M.E.'46, Univ. of Wash.; Supt. of Sch. Dist. 501. Bellingham, Wash., since 1953.

Castles, William I., B.A.'35, Mont. State Univ.; M.A.'47, Univ. of Wash.; Supt., Mt. Baker Sch. Dist. 507, Deming, Wash., since 1948.

Chandler, Joe A., B.A.'25, Wash. State Col.; Exec. Secy., Wash. Educ. Assn., Seattle, Wash., since 1940.

Clausen, Melvin F., B.A. in Ed.'49, Univ. of Wash.; Supt., Elem. Sch. Dist. 314, Sultan, Wash., since 1942.

Cooper, Joyce, M.A.'42, Univ. of N. C.; Ed.D.'50, Tchrs. Col., Columbia Univ.; Asst. Supt. in chg. of Instr., State Dept. of Pub. Instr., Olympia, Wash., since 1951.

Crabb, John J., B.S.'26, Whitman Col.; M.A. in Ed.'47, Univ. of Wash.; Supt., Central Valley Consol. Sch. Dist. 356, Opportunity, Wash., 1940-54.

Cramblitt, DeFore, A.B.'27, Linfield Col.; M.E.'44, Univ. of Kansas; Kitsap Co. Supt. of Sch., Port Orchard, Wash., since 1952.

Crawford, William H., A.B.'29, Southwestern Col. (Kansas); A.M.'33, Univ. of Kansas; Ed.D.'52, Univ. of Colo.; Assoc. Prof. of Educ., State Col. of Wash., Pullman, Wash., since 1954.

Crow, Lanche R., B.A.'28, Wash. State Col.; Prin., H. S., Oak Harbor, Wash., since 1943.

Crum, J. Wesley, B.S.'36, Seattle Pacific Col.; M.S.'38, Ph.D.'50, Univ. of Wash.; Prof. of Educ., Central Wash. Col. of Educ., Ellensburg, Wash., since 1949.

Dahlke, Florence, B.A.'43, Eastern Wash. Col. of Educ.; Douglas Co. Supt. of Sch., Waterville, Wash., since 1943.

Dawdy, Earl E., B.A.'45, Eastern Wash. Col. of Educ.; Supt. of Sunnyslope Sch. Dist. 102, Wenatchee, Wash., since 1947.

Dennis, R. G., A.B.'30, Univ. of Wash.; Supt. of Pub. Sch., Kelso, Wash., since 1951.

Dimmitt, L. M., B.A.'23, M.A.'33, Univ. of Wash.; King Co. Supt. of Sch., Seattle, Wash., since 1945.

Dunn, Helen, B. S.'22, Univ. of Wash.; Pres., Seattle Assn. of Classroom Tchrs., Seattle, Wash., since 1953.

Edmundson, William Dean, B.A.'39, M.Ed. '51, Univ. of Wash.; Ed.D.'54, Tchrs. Col., Columbia Univ.; Viceprin., Franklin H. S., Seattle, Wash., since 1954.

Edwards, Harry O., B.S.'23, M.S. in Ed.'41, Univ. of Idaho; Supt. of Sch., Darrington, Wash., since 1946.

Ellwanger, L. C., B.A.'27, Kansas State Tchrs. Col., Pittsburg; M.Ed.'41, Univ. of Okla.; Supt., Ahtanum Valley Sch., Yakima, Wash., since 1947.

Erickson, Ed K., B.A.'39, B.Ed.'44, M.A.'46, State Col. of Wash.; Supt. of Pub. Sch., Consol. Dist 401, Ellensburg, Wash., since 1952.

Fleming, Samuel E., B.A.'07, Wabash Col.; Supt. of Sch., Seattle, Wash., since 1945.

Ford, Morris E., B.A.'36, Col. of Puget Sound; Supt., Franklin Pierce Sch., Dist. 402, Parkland, Wash., since 1937.

Forry, (Mrs.) Grace M., Supt. of Klickitat Co. Sch., Goldendale, Wash.

Foster, Edward Harold, B.A.'37, Univ. of Wash.; M.S. in Ed.'39, Univ. of Idaho; Supt. of Sch., St. John, Wash., since 1952.

Fox, Ernest R., B.A. in Ed.'41, Eastern Wash. Col. of Educ.; B.Ed.'46, State Col. of Wash.; Supt. of Sch., Okanogan, Wash., since 1949.

Furgeson, Paul F., B.A.'24, Univ. of Wash., Supt. of City Sch., Wenatchee, Wash., since 1948.

Gaiser, Paul F., B.A.'17, Whitman Col.; M.A.'23, State Col. of Wash.; Ph.D.'32, Univ. of Wash.; Pres., Clark Jr. Col., Vancouver, Wash., since 1931.

Glann, John D., B.A.'26, M.A.'40, Wash. State Col.; Supt. of Sch., Port Angeles, Wash., since 1945.

Grew, (Mrs.) Marion H., B.S.'34, Mass. State Tchrs. Col., Bridgewater; Supt. of Wash. State Sch. for the Blind, Vancouver, Wash., since 1946.

Griffith, Harold C., M.A.'48, State Col. of Wash.; Supt., West Valley Sch. Dist. 208, Yakima, Wash., since 1954.

Haggard, W. W., B.A.'17, Maryville Col.; M.A.'27, Univ. of Mich.; Ph.D.'37, Univ. of Chicago; Pres., Western Wash. Col. of Educ., Bellingham, Wash., since 1939.

Hall, Robert C., B.A.'24, Univ. of Wash.; Supt., Fife Pub. Sch. Dist. 88, Tacoma, Wash., since 1937.

Hamilton, Ross E., Dir., Educ. for Handicapped Children, State Dept. of Pub. Instr., Olympia, Wash., since 1949.

Hanawalt, Paul B., A.B.'18, Col. of Puget Sound; M.A.'25, Univ. of Wash.; Supt. of Sch., Puyallup, Wash., since 1930.

Hansen, Herbert, B.A. in Ed.'26, M.A. in Ed.'33, Univ. of Wash.; Supt. of Sch., Castle Rock, Wash., since 1941.

Hazen, Oliver M., B.A.'27, Univ. of Wash.; Supt. of Sch., Renton, Wash., since 1936.

Helgesen, Borghild, Admin. Asst. to the State Supt. of Pub. Instr., Olympia, Wash., since 1941.

Hendel, Douglas, B.A.'28, Col. of Puget Sound; Supt., South Kitsap Sch. Dist. 402, Port Orchard, Wash.

Hitchcock, John B., B.A.'40, B.Ed.'41, M.A. '49, State Col. of Wash.; Supt. of Sch., Rosalia, Wash., since 1950.

Holman, Hayes, B.S.'29, East Texas State Tchrs. Col.; M.A.'37, Univ. of Colo.; Supt. of Sch., Centralia, Wash., since 1953.

Homburg, J. George, M.Ed.'40, State Col. of Wash.; Supt. of Sch. Dist. 404, Woodland, Wash., since 1953.

Howard, Ray W., B.A.'31, M.A.'40, Ed.D. '49, Univ. of Wash.; Supt. of Shoreline Pub. Sch., Seattle, Wash., since 1944.

Hudtloff, A. G., B.S.'20, M.A.'30, Univ. of Wash.; Supt. of Clover Park Sch. Dist. 400, Tacoma, Wash., since 1928.

Hunt, Ernest R., M.A.'29, Univ. of Wash.; Supt. of Sch., Lake Stevens, Wash., since 1931.

Hussey, Clifton A., A.B.'32, A.M.'38, Whitworth Col.; Supt. of Mead Sch. Dist., Spokane, Wash., since 1954.

Jacobs, Hugh L., B.A.'31, Spokane Univ.; M.A.'45, State Col. of Wash.; Asst. Supt. and Bus. Mgr., Pub. Sch., Kennewick, Wash., since 1953.

Jahr, Armin George, B.A.'26, Mont. State Univ.; M.A.'37, Univ. of Minn.; Supt. of Sch. Dist. 100-C, Bremerton, Wash., since 1950.

Janewav, Harold L., Supt. of Sch., Peshastin, Wash., since 1943.

Jenne, Carl F., B.A.'26, Col. of Puget Sound; Supt. of Central Kitsap Sch. Dist., Silverdale, Wash., since 1939.

Johnson, Carl G., B.A.'24, State Col. of Wash.; Supt. of Sch., Battle Ground, Wash., since 1938.

Johnson, Clifford M., B.Ed.'44, Western Wash. Col. of Educ.; Supt. of Sch., Issaquah, Wash., since 1952.

Johnson, Morton A., B.A.'27, Col. of Puget Sound; M.A.'50, Univ. of Wash.; Supt., Lake Wash. Sch., Kirkland, Wash., since 1940.

Johnson, Paul W., M.A.'39, Univ. of Wash.; Supt. of Sch., Goldendale, Wash., since 1932.

Johnson, William Arild, B.S. in Arch.'31, State Col. of Wash.; Sch. Archt., First Natl. Bank Bldg., Everett, Wash., since 1928.

Karp, Julian, M.A.'48, State Col. of Wash.; Supt. of Sch. Dist. 46, Bothell, Wash., since 1953.

Katterle, Zeno B., Ed.D.'47, State Col. of Wash.; Prof. of Educ., State Col. of Wash., Pullman, Wash., since 1952.

Kinkade, Herbert J., B.A.'44, Eastern Wash. Col. of Educ.; Supt. of Chelan Co. Sch., Wenatchee, Wash., since 1946.

Kolste, Luther Norman, A.B.'27, St. Olaf Col.; M.A. in Ed.'42, Gonzaga Univ.; Supt., Sch. Dist. No. 506, Nooksack, Wash.

Kramer, Herman J., B.A.'29, M.A.'35, Univ. of Oregon; Supt. of Sch., Aberdeen, Wash., since 1953.

Krangnes, Bert A., B.A.'30, Col. of Puget Sound; Supt. of Sch., Colton, Wash., since 1949.

Lamka, Dewane E., A.B.'40, B.Ed.'44, Col. of Puget Sound; Supt. of Sch., Rochester, Wash., since 1952.

Leaden, John Warren, B.A.'36, M.A.'49, Ph.D.'52, Deputy Supt. of Sch. Dist. 100-C, Bremerton, Wash., since 1951.

Leidle, Vern V., B.A.'40, Western Wash. Col. of Educ.; Supt. of Burlington-Edison Sch. Dist. 100, Burlington, Wash., since 1947.

Lemieux, (Rev.) Albert A., S. J., A.B.'31, M.A.'32, Gonzaga Univ.; Ph.D.'45, Univ. of Toronto; Pres., Seattle Univ., Seattle, Wash., since 1948.

Loree, G. Ira B.A. in Ed.'38, Univ. of Wash.; Supt., Skagit Co. Sch., Mt. Vernon, Wash., since 1947.

McClure, Clarence Ray, B.S.'26, Col. of Idaho; Supt. of Sch., Grandview, Wash., since 1949.

McFadden, C. B., B.A.'36, State Col. of Wash.; Supt. of Sch., Moses Lake, Wash., since 1944.

McGlade, Charles A., B.A.'25, M.A.'37, State Col. of Wash.; Supt. of Sch., Everett, Wash., since 1948.

McIntire, Gordon, B.A.'40, Northeastern State Col. (Okla.); Supt., Sch. Dist. 102, Concrete, Wash., since 1951.

McWhorter, Relt A., B.A.'39, Univ. of Wash., Supt. of Sch., Granite Falls, Wash., since 1951.

Mallery, Kenneth Paul, A.B.'28, Marietta Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Sunnyside, Wash., since 1952.

Manning, Philip C., B.S.'30, M.S.'38, Univ. of Idaho; Supt. of Sch., Prescott, Wash., since 1953.

Martin, M. L., B.A.'26, M.A.'33, Wash. State Col.; Supt. of Sch., Yakima, Wash., since 1947.

Miles, Joe E., B.S.'15, State Col. of Wash.; Kittitas Co. Supt. of Sch., Ellensburg, Wash., since 1947.

Mills, Gilbert C., A.B.'35, M.Ed.'51, Univ. of Wash.; Supt. of Sch., Central Valley Sch. Dist. 356, Spokane, Wash., since 1953.

Moore, W. Lyndle, B.A.'35, York Col.; M.A. '39, Univ. of Wash.; Supt. of Sch., Zillah, Wash., since 1952.

Mosher, Raymond Mylar, A.B., A.M., Stanford Univ.; Ph.D.'26, Columbia Univ.; Pres., Eastern Wash. Col. of Educ., Cheney, Wash., since 1953.

Muncaster, T. H., B.A.'25, M.A.'35, State Col. of Wash.; Asst. Supt. of Sch. Dist. 2, Everett, Wash., since 1948.

Murray, James M., M.S. in Ed.'38, Univ. of Idaho; Supt. of Sch., Hay, Wash., since 1950.

Nelson, Carl A., B.A.'23, M.A.'31, State Col. of Wash.; Supt. of Sch., Dayton, Wash., since 1926.

Newland, Ernest E., B.S.'31, M.A.'40, Univ. of Wash.; Supt., Sch. Dist. 19, Omak, Wash., since 1949.

Olafson, Erling K., B.A.'26, St. Olaf Col.; B.A.'40, Western Wash. Col. of Educ.; B.D.'31, Pacific Theol. Sem.; Supt. of Sch., Cusick, Wash., since 1951.

Olmsted, Keith, B.A.'35, M.A.'36, State Col. of Wash.; Dist. Supt. of Sch., Sprague, Wash., since 1948.

Olson, H. C., B.A.'26, M.A.'35, Univ. of Mont.; Supt. of Sch. Dist. 404, Eatonville, Wash., since 1949.

Opstad, E. R., A.B.'28, Univ. of Wash.; Dist. Supt. of Sch., Snoqualmie, Wash., since 1944.

Overstreet, Ira M., B.S.'37, Univ. of Wash.; M.S.'51, Wash. State Col.; Supt. of Sch., Raymond, Wash., since 1951.

Owings, Morgen, B.S.'29, Oregon State Col.; M.A.'34, Stanford Univ.; Supt. of Sch., Enumclaw, Wash., since 1952.

Pence, Clarence O., B.A.'32, Wash. State Col.; B.A.'35, Eastern Wash. Col. of Educ.; Supt. of Orchard Park-West Valley Sch., Millwood, Wash., since 1945.

Phipps, Wendell, T., B.S.'31, Oregon State Col.; B.A.'36, Eastern Wash. Col. of Educ.; Supt., Union H. S., Mt. Vernon, Wash., since 1951.

Pierce, (Mrs.) Mary C., B.A.'33, Eastern Wash. Col. of Educ.; M.A.'42, State Col. of Wash.; Adams Co. Supt. of Sch., Ritzville, Wash., since 1943.

Poffenroth, Ella, B.Ed.'47, Eastern Wash. Col. of Educ.; Okanogan Co. Supt. of Sch., Okanogan, Wash., since 1951.

Pugh, Ralph W., M.S.'36, Univ. of Idaho; Supt. of Consol. Sch. Dist. 192, Springdale, Wash., since 1948.

Rhodes, Chester V., B.A. in Bus. Adm.'31, Col. of Puget Sound; Supt. of Sch., Chehalis, Wash., since 1949.

Richards, Ralph R., B.A.'28, Seattle Pacific Col.; M.A.'29, Univ. of Wash.; Supt. of Sch., Entiat, Wash., since 1950.

Saale, Charles W., Ph.D.'47, State Univ. of Iowa; Chmn., Educ. and Psych. Div., Central Wash. Col. of Educ., Ellensburg, Wash., since 1947.

Selby, Kenneth E., B.A.'25, M.A.'28, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1945.

Shaw, John A., B.A.'18, Wash. and Jefferson Col.; Supt. of Sch., Spokane, Wash., since 1943.

Simpson, J. Olen, B.A.'32, Univ. of Wash.; Supt. of Sch., Mukilteo, Wash., since 1947.

Smith, W. Virgil, LL.B.'10, Univ. of Mo.; A.B.'20, A.M.'30, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash, since 1929.

Smith, Walter Irvine, A.B.'11, Union Col.; M.S.'17, Whitman Col.; Ed.D.'34, George Wash. Univ.; Head, Dept of Sec. Educ., Walla Walla Col., College Place, Wash.

Sovde, Obert J., B.A.'42, Pacific Lutheran Col.; B.E.'48, Col. of Puget Sound; Supt. of Sch., Orting, Wash., since 1951.

Spencer, (Mrs.) Evelyn, Chmn., South Whidbey Bd. of Sch. Dirs., Langley, Wash., since 1949.

Stamper, Lyman D., B.S.'41, Univ. of Idaho, B.Ed.'50, Wash. State Col.; Supt. of Sch. Dist. 55, Grand Coulee, Wash., since 1951.

Stansfield, Joseph W., B.A.'20, Trinity Col.; M.A.'39, Univ. of Wash.; Supt. of Sch., Coulee Dam., Wash., since 1938.

Steinke, E. L., M.A.'37, State Col. of Wash.; Supt. of Consol. Sch. Dist. 119, Selah, Wash., since 1946.

Stephens, Thomas Lindley, B.A.'39, Central Wash. Col. of Educ.; B.Ed.'49, M.S. '49, State Col. of Wash.; Supt. of Sch., Brewster, Wash., since 1952.

Stewart, Lyle, A.B.'24, Simpson Col.; A.M. '30, Ph.D.'52, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1945.

*Strayer, George D., Jr., B.S.'27, Princeton Univ.; M.A.'28, Ph.D.'34, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Wash.; Seattle, Wash., since 1949.

Strong, Elwood W., M.A.'46, Ph.D.'53, Univ. of Nebr.; Col. Supvr. of Student-Tchg. Program, State Col. of Wash., Pullman, Wash., since 1953.

Studebaker, Robert S., B.A.'39, Univ. of Wash.; Supt. of Sch., Mercer Island, Wash., since 1945.

Syrdal, Philip R., B.A.'35, St. Olaf's Col.; M.A. in Ed.'53, Univ. of Wash.; Supt. of Sch., Wapato, Wash., since 1953.

Tucker, George E., B.A.'25, Pacific Univ.; Supt. of Sch. Dist. 94, Wishram, Wash., since 1953.

Upton, Rolland H., A.B.'26, M.S.'37, Seattle Pacific Col.; Ed.D.'46, Univ. of Southern Calif.; Supt. of Sch. Dist. 408, Auburn, Wash., since 1948.

Van Cruyningen, Paul J., B.A. in Ed.'31, State Col. of Wash.; Prin., Lafayette Elem. Sch., since 1945, and Pres., Seattle Principals Assn., Seattle, Wash., 1954-55.

Venn, Grant, B.A. and B.Ed.'41, M.A.'47, D.Ed.'52, State Col. of Wash.; Supt. of Sch., Othello, Wash., since 1952.

Walker, W. Del, B.A.'38, Eastern Wash. Col. of Educ.; M.A.'48, Wash. State Col.; Supt. of Sch., Sedro Woolley, Wash., since 1953.

Wanamaker, (Mrs.) Pearl A., B.A.'22, Univ. of Wash.; L.H.D.'54, Columbia Univ.; Pres., Natl. Educ. Assn., 1946-47; State Supt. of Pub. Instr., Olympia, Wash., since 1941.

Watson, Charles Hoyt, A.B.'18, A.M.'23, Univ. of Kansas; LL.D.'41, Whitworth Col.; Pres., Seattle Pacific Col., Seattle, Wash., since 1926.

Webb, Paul C., B.A.'39, Ed.B.'39, State Col. of Wash.; Supt., Valley Schs., White Salmon, Wash., since 1953.

Wendt, Julius A., B.A.'29, Mont. State Univ.; Supt. of Sch., Cathlamet, Wash., since 1937.

Westling, Norman L., B.A.'40, Univ. of Wash.; Supt. of Broadway Sch. Dist., Yakima, Wash., since 1944.

Whitenack, A. Dale, B.A.'26, M.A.'35, State Col. of Wash.; Supt. of Sch. Dist. 37, Vancouver, Wash., since 1952.

Willard, Clayton E., B.A.'25, Linfield Col.; M.A.'37, Univ. of Wash.; Supt. of Sch., Sumner, Wash., since 1948.

Wyngarden, John L., B.A. in Ed.'29, Univ. of Wash.; Supt. of North Kitsap Sch. Dist. 400, Poulsbo, Wash., since 1950.

Wynstra, Walter S., M.A.'37, Univ. of Wash.; Supt. of Sch., Kent, Wash., since 1950.

Zimmerman, Clarence, B.S.'25, Wash. State Col.; Supt. of Highland Sch., Cowiche, Wash., since 1947.

INSTITUTIONAL MEMBERS

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Seattle Grade Tchrs. Club, 3043 Arcade Bldg., Seattle, Wash. Olaf Kvamme, Pres.

Spokane Public Library, Antonette Savolli, Librarian, Spokane, Wash.

Washington Educ. Assn., Dept. of Admin. and Supvn, A. D. Whitenack, Treas., Vancouver, Wash.

Whitworth College, Mrs. R. Strun French, Librarian, Spokane, Wash.

WEST VIRGINIA

Archer, Charles H., A.B.'26, Concord State Col. (W. Va.); Consultant, Southern States CPEA, George Peabody Col. for Tchrs., Nashville, Tenn., since 1953. Address: 815 Highland Ave., Princeton, W. Va.

Baldwin, Robert Dodge, A.B.'13, Princeton Univ.; A.M.'16, Columbia Univ.; Ph.D. '26, Cornell Univ.; Prof. of Educ., W. Va. Univ., Morgantown, W. Va., since 1931.

Bird, Ralph S., B.S.'34, Morris Harvey Col.; M.Ed.'40, Duke Univ.; Prin., H. S., Matoaka, W. Va., since 1947.

Bobbitt, James S., M.A.'35, W. Va. Univ.; Asst. Supt. Mercer Co. Sch., Princeton, W. Va., since 1935.

Bruffey, James B., A.B.'25, A.M.'39, W. Va. Univ.; Asst. Supt., Randolph Co. Sch., Elkins, W. Va., since 1944.

Bryson, George W., M.A.'34, Univ. of Ky.; Supt. of McDowell Co. Sch., Welch, W. Va., since 1935.

Chiles, Thomas Wendell, B.S.'26, W. Va. State Col.; M.Ed.'37, Univ. of Pittsburgh; Asst. Supt. of Co. Sch., Fayetteville, W. Va., since 1953.

Coffindaffer, Wade H., A.B.'25, Salem Col.; A.M.'37, W. Va. Univ.; Asst. Harrison Co. Supt. of Sch., Clarksburg, W. Va., since 1935.

Colabrese, Felix A., B.S. in Ed.'36, M.A. in Ed.'38, W. Va. Univ.; Asst. Supt., Tucker Co. Sch., Albert, W. Va.

Cox, Floyd B., A.B.'18, M.A.'21, W. Va. Univ.; Prin., Jr. H. S., Morgantown, W. Va., since 1954.

Crawford, Robert T., A.B.'27, A.M.'30, W. Va. Univ.; Lewis Co. Supt. of Sch., Weston, W. Va., since 1952.

Creasy, James L., A.B.'33, Glenville State Col.; M.A.'40, W. Va. Univ.; Berkeley Co. Supt. of Sch., Martinsburg, W. Va., since 1949.

Feaster, Eston K., A.B.'35, Fairmont State Col.; M.A.'40, W. Va. Univ.; Ed.D.'52, George Washington Univ.; Dean, Col. of Educ., W. Va. Univ., Morgantown, W. Va., since 1952.

Flinn, Virgil L., A.B.'20, W. Va. Univ.; M.A.'28, Ohio State Univ.; LL.D.'44, Morris Harvey Col.; Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1937.

Gibson, A. J., A.B.'16, W. Va. Univ.; M.A. '20, Columbia Univ.; State Supvr. of H. S., State Dept. of Educ., Charleston, W. Va., since 1933.

Gresham, Perry Epler, A.B.'30, LL.D.'49, Texas Christian Univ.; B.D.'33, Brite Col. of the Bible; Litt.D.'54, Culver-Stockton Col.; Pres., Bethany Col., Bethany, W. Va., since 1953.

Groves, Gratia Bailey, M.A.'46, Tchrs. Col., Columbia Univ.; Dir. of Instr., Kanawha Co. Sch., Charleston, W. Va., since 1945.

Hall, Robert H., Supt., of Sch., New Cumberland, W. Va.

Harbert, Curtis L., A.B.'36, Fairmont State Col. (W. Va.); M.A.'45, W. Va. Univ.; Asst. Supt. of Boone Co. Sch., Madison, W. Va., since 1953.

Harper, Stelman, B.S.'33, W. Va. Univ.; M.A.'37, Tchrs. Col., Columbia Univ.; Tucker Co. Supt. of Sch., Parsons, W. Va., since 1953.

Humphrey, Joe C., B.A.'30, Southwestern Univ. (Texas); M.A.'31, Southern Methodist Univ.; Ed.D.'52, George Peabody Col. for Tchrs.; Academic Dean, Shepherd Col., Shepherdstown, W. Va., since 1952.

Hyde, Richard E., A.B.'21, W. Va. Univ.; A.M.'24, Columbia Univ.; Ph.D.'29, Univ. of Pittsburgh; Exec. Secy., State Tchrs. Retirement Bd., Charleston, W. Va., since 1941.

Irving, James Lee, B.A.'27, M.A.'29, State Univ. of Iowa; M.S. in Ed.'34, Ind. Univ.; Ph.D.'47, Ohio State Univ.; Head, Dept. of Educ. and Psych., Bluefield State Col., Bluefield, W. Va., since 1948.

Knotts, Ronald L., A.B.'29, M.A.'39, W. Va. Univ.; Asst. Supt. of Taylor Co. Sch., Grafton, W. Va., since 1949.

Losh, Laurence, M.A.'38, W. Va. Univ.; Asst. Preston Co. Supt. of Sch., Kingwood, W. Va., since 1948.

Lovenstein, L. K., B.S.'22, Davis-Elkins Col.; M.A.'40, W. Va. Univ.; Admin. Asst. Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1946.

McCarty, Clyde R., A.B.'20, Salem Col. (W. Va.); M.A.'37, W. Va. Univ.; Asst. Harrison Co. Supt. of Sch., Clarksburg, W. Va., since 1939.

McGuffie, Jeannette, A.B.'30, M.A.'36, W. Va. Univ.; Genl. Supvr., Mineral Co. Sch., Keyser, W. Va., since 1947.

McHenry, Jesse Parsons, B.S.'29, W. Va. Univ.; M.Ed.'36, Univ. of Pittsburgh; Supt. of Ohio Co. Sch., Wheeling, W. Va., since 1935.

Maddy, Irvin S., A.B.'30, Concord Col.; M.A.'34, W. Va. Univ.; Prin. of H. S., Hinton, W. Va., since 1948.

Montgomery, John Fleshman, A.B.'29, Hampden-Sydney Col.; A.M.'32, Univ. of Southern Calif.; Ph.D.'50, Duke Univ.; Pres., Greenbrier Jr. Col., Lewisburg, W. Va., since 1954.

Newman, Winifred H., A.B.'29, Marshall Col.; M.A.'36, W. Va. Univ.; Asst. Supt. of Kanawha Co. Sch., Charleston, W. Va., since 1940.

Nine, E. Grant, A.B.'25, Davis and Elkins Col.; A.M.'35, W. Va. Univ.; Prin. of H. S., Terra Alta, W. Va., since 1953.

Peregoy, C. G., A.B.'23, Wash. Col.; A.M. '32, W. Va. Univ.; Prin., Woodrow Wilson H. S., Beckley, W. Va., since 1933.

Potts, Louis Roberts, B.A. and B.S. in Ed. '16, M.A.'35, Ohio State Univ.; LL.B.'25, Columbus Col. of Law (Ohio); Supt., Marshall Co. Sch., Moundsville, W. Va., since 1935.

Proudfoot, Blenda, M.A.'46, W. Va. Univ.; Asst. State Supvr. of Instr., State Dept. of Educ., Charleston, W. Va., since 1950.

*Purdy, Ralph D., A.B.'29, Asbury Col.; M.A.'33, Univ. of Ky.; Acting Dir., Research and Field Serv., Marshall Col., Huntington, W. Va.

Randolph, Jackson K., A.B.'36, Salem Col.; M.A.'46, W. Va. Univ.; Doddridge Co. Supt. of Sch., West Union, W. Va., since 1948.

Reeder, Phares E., A.B.'29, D.Pd., W. Va. Wesleyan Col.; Master's '34, Univ. of Mich.; Exec. Secy., W. Va. Educ. Assn., Charleston, W. Va., since 1943.

Rohrbough, R. Virgil, A.B.'33, Fairmont State Col. (W. Va.); M.A.'42, Univ. of W. Va.; Supt., Taylor Co. Sch., Grafton, W. Va., 1942-47 and since 1949.

Rutan, James Olen, M.A.'35, Univ. of Pittsburgh; Brooke Co. Supt. of Sch., Wellsburg, W. Va., since 1927.

St. Clair, Francis Blair, B.S.'35, W. Va. Wesleyan Col.; M.Ed.'49, Univ. of Pittsburgh; Asst. Supt. of Upshur Co. Schs., Buckhannon, W. Va., since 1951.

St. Clair, John Thomas, B.S.'33, M.A.'36, W. Va. Univ.; Asst. Supt. of Sch. in chg. of Curriculum and Instr. Serv., Kanawha Co. Schs., Charleston, W. Va., since 1953.

Saundle, J. S., A.B.'29, W. Va. State Col.; M.A.'45, Atlanta Univ.; Asst. Co. Supt. of Sch., Bluefield, W. Va., since 1934.

Schultz, Clarence K., A.B.'25, Gettysburg Col.; M.A.'36, Ph.D.'47, Cornell Univ.; Assoc. Prof. of Educ., W. Va. Univ., Morgantown, W. Va., since 1949.

Shannon, E. S., A.B.'23, Morris Harvey Col.; M.A.'30, Univ. of N. Mex.; Wood Co. Supt. of Sch., Parkersburg, W. Va., since 1949.

Shinaberry, Charles G., A.B.'42, W. Va. Wesleyan Col.; M.Ed.'49, Pa. State Col.; Prin. of Sch., Valley Head, W. Va., since 1949.

Smith, Glen, M.A.'37, Univ. of Pittsburgh; Asst. Supt. of Brooke Co. Sch., Wellsburg, W. Va., since 1947.

Smith, Rex M., M.A.'39, W. Va. Univ.; Supt. of Monongalia Co. Sch., Morgantown, W. Va., since 1954.

Snyder, Verl W., M.A.'51, W. Va. Univ.; Supt. of Morgan Co. Sch., Berkeley Springs, W. Va., since 1948.

Springer, A. G., M.A.'37, W. Va. Univ.; Asst. Supt. of Mineral Co. Sch., Keyser, W. Va., since 1948.

Tamplin, Clarence D., A.B.'35, Bethany Col.; M.A.'40, Univ. of Ky.; Supt. of Boone Co. Sch., Madison, W. Va., since 1945.

Trent, W. W., A.B.'12, W. Va. Univ.; A.M. '21, Tchrs. Col., Columbia Univ.; Ped.D. '31, Salem Col.; LL.D.'41, Marshall Col.; State Supt. of Free Sch., Charleston, W. Va., since 1933.

Trussler, Brown, A.B.'36, W. Va. Wesleyan Col.; M.A.'41, W. Va. Univ.; Supt. of Upshur Co. Sch., Buckhannon, W. Va., since 1951.

Upton, Arthur V. G., A.B.'23, W. Va. Wesleyan Col.; A.M.'37, W. Va. Univ.; Ped.D. '38, W. Va. Wesleyan Col.; Harrison Co. Supt. of Sch., Clarksburg, W. Va., since 1939.

Watson, Paul W., A.B.'24, A.M.'32, W. Va. Univ.; Preston Co. Supt. of Sch., Kingwood, W. Va., since 1935.

Wheat, Harry Grove, A.B.'12, W. Va. Univ.; A.M.'17, Univ. of Chicago; Ph.D. '29, Columbia Univ.; Prof. of Educ., W. Va. Univ., Morgantown, W. Va., since 1935.

Williams, Fountie N., A.B.'35, Salem Col.; M.A.'38, W. Va. Univ.; Prin., Broadway Jr. H. S., Clarksburg, W. Va., since 1943.

Wilmoth, Stark, B.S.'31, M.A.'38, W. Va. Univ.; Randolph Co. Supt. of Sch., Elkins, W. Va., since 1943.

Woods, Roy C., A.B.'18, M.S.'20, William Penn Col. (Iowa); M.A.'24, Ph.D.'27, State Univ. of Iowa; Prof. of Educ., Marshall Col., Huntington, W. Va., since 1927.

INSTITUTIONAL MEMBERS

James E. Morrow Library, Marshall Col., Huntington, W. Va.

Parkersburg Teachers Association, Carnegie Library, Parkersburg, W. Va.

WISCONSIN

Ambruster, John Rea, B.S.'17, M.S.'28, Univ. of Ill.; Prin., Pub. Sch., Greendale, Wis.

Amundson, Elden M., Supt. of Sch., Plymouth, Wis., since 1953.

Antholz, H. J., Ph.B.'26, Univ. of Chicago; Supt. of Sch., Spooner, Wis., since 1921.

Austin, Edward C., B.E.'36, Wis. State Tchrs. Col., Milwaukee; Supt. of Sch., Burlington, Wis., since 1947.

Bannerman, G. W., B.A.'23, Lawrence Col.; M.A.'32, Univ. of Chicago; Supt. of Sch., Wausau, Wis., since 1947.

Bardwell, Richard W., A.B.'10, Univ. of Ill.; M.A.'22, Univ. of Chicago; Ph.D.'39, Univ. of Wis.; Dir. of Voc. and Adult Sch., Madison, Wis., since 1948.

Barkley, Mathew, Ph.B.'29, M.E.'39, Marquette Univ.; Supt. of Sch., West Milwaukee, Wis.

Bauer, Harold C., B.A.'25, Central Col.; M.A.'36, Univ. of Minn.; Supt. of Sch., Fond du Lac, Wis.

Becker, Eric T., B.S.'39, Wis. State Tchrs. Col., Oshkosh; M.S.'47, Univ. of Wis.; Supt. of Sch., Beaver Dam, Wis., since 1952.

Bick, Kenneth F., Ph.B.'28, M.A.'36, Univ. of Wis.; Prin., Jr.-Sr. H. S., Janesville, Wis., since 1946.

Bingham, Vernon A., B.C.S.'24, N. Y. Univ.; Member, Bd. of Educ., Kenosha, Wis., since 1951.

Bjerke, Duan M., B.A.'49, Concordia Col. (Minn.); Supt. of Sch., Ontario, Wis., since 1954.

Bjorge, John A., B.E.'34, Wis. State Tchrs. Col., La Crosse; Ph.M.'44, Univ. of Wis.; Supt. of Sch., Whitewater, Wis., since 1950.

Boebel, Theodore H., M.A.'38, Northwestern Univ.; Supt. of Sch., Kaukauna, Wis., since 1944.

Bronson, Harvey L., B.E.'39, Wis. State Tchrs. Col., Whitewater; M.S.'50, Univ. of Wis.; Supt. of Community Sch., East Troy, Wis., since 1952.

Brown, Douglas M., B.S.'40, Wis. State Tchrs. Col., Superior; M.S.'48, Univ. of Wis.; Supt. of Sch., Portage, Wis., since 1951.

Brown, Winston D., B.A.'33, Univ. of Wis.; M.A.'39, Marquette Univ.; Co. Supt. of Sch., Waukesha, Wis., since 1941.

Bruce, Walter R., Ph.M.'34, Univ. of Wis.; Supt. of Sch., Oconto, Wis., since 1950.

Bruce, William C., A.B.'01, A.M.'10, Marquette Univ.; Editor, *American School Board Journal*, Bruce Publishing Co., Milwaukee, Wis., since 1920.

Bruce, William R., B.A.'15, Lawrence Col.; M.A.'26, Univ. of Wis.; Supt. of Sch., Sparta, Wis., 1935-54 (retired).

Burnkrant, Eugene George, B.A.'35, Dartmouth Col.; M.Ed.'41, Univ. of Vt.; Supt. of Sch., Ashland, Wis., since 1953.

Carlson, Paul A., Ph.D.'21, Ph.M.'31, Univ. of Wis.; Dir. of Comml. Educ., State Tchrs. Col., Whitewater, Wis., since 1917.

Compton, Herold R., B.E.'36, Wis. State Tchrs. Col., River Falls; M.A.'48, Univ. of Wis.; Supt. of Sch., Chilton, Wis., since 1949.

Crawford, Stuart B., Supt. of Sch., Mineral Point, Wis., since 1954.

Cupery, Nicholas P., B.A.'32, Hope Col.; M.Ph.'39, Univ. of Wis.; Supt. of Sch., Shawano, Wis., since 1948.

Davis, Dale F., B.S.'39, Wis. State Tchrs. Col., Platteville; M.A.'46, Univ. of Wis.; Supt. of Sch., Sparta, Wis., since 1954.

Dawson, Lawrence, Supt. of Sch., River Falls, Wis.

DeLong, Homer E., B.A.'29, Milton Col.; M.A.'35, Univ. of Wis.; Supt. of Sch., Eau Claire, Wis., since 1950.

Diehl, Margaret, B.E.'45, Wis. State Tchrs. Col., Whitewater; Co. Supt. of Sch., Kenosha, Wis., since 1948.

Dimick, Donald E., Supt. of Sch., Viroqua, Wis., since 1953.

Dodsworth, Orvus L., B.S.'38, Wis. State Tchrs. Col., La Crosse; M.Ph.'46, Univ. of Wis.; Supt. of Sch., Medford, Wis., since 1948.

Dosch, Ralph H., B.E.'34, Wis. State Tchrs. Col., Whitewater; M.A.'43, Northwestern Univ.; Supt. of Sch., New Holstein, Wis., since 1942.

Dunwiddie, Walter Rockwood, B.S.'16, M.S.'27, Univ. of Wis.; Supt. of Sch., Port Washington, Wis., since 1926.

Edwards, Conan S., B.E.'38, Wis. State Col., Platteville; M.S.'48, Univ. of Wis.; Supt. of Pub. Sch., Ripon, Wis., since 1953.

Eggold, E. F., A.B.'39, Valparaiso Univ.; M.A.'44, Marquette Univ.; Prin., Lutheran H. S., Milwaukee, Wis., since 1949.

Evans, Ewart O., A.B.'11, Carroll Col.; A.M.'29, Univ. of Wis.; Supt. of Sch., Monroe, Wis., since 1927.

Falk, Philip H., B.A.'21, M.A.'28, Ph.D.'35, Univ. of Wis.; Supt. of Sch., Madison, Wis., since 1939.

Frailey, Charles U., M.S.'47, Univ. of Wis.; Dir. of Research, Wis. Educ. Assn., Madison, Wis., since 1952.

Francesca, Sister M., M.A.'42, Univ. of Wash.; Pres., Viterbo Col., La Crosse, Wis., since 1952.

Fryklund, Verne C., A.B.'23, Colo. Col. of Educ.; M.A.'27, Univ. of Mo.; Ph.D.'33, Univ. of Minn.; Pres., Stout Inst., Menomonie, Wis.

Gegan, M. J., M.A.'42, Lawrence Col.; Supt. of Sch., Menasha, Wis., since 1944.

Gerritts, J. R., Supt. of Sch., Kimberly, Wis.

Glynn, R. P., Prin., Union Free H. S., Frederic, Wis.

Godson, William C., Diploma'25, Central State Tchrs. Col.; B.E.'35, Wis. State Col.; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Marinette, Wis., since 1953.

Gregg, Russell T., B.S.'28, A.M.'29, Ph.D.'34, Univ. of Ill.; Prof. of Educ., Dept. of Educ., Univ. of Wis., Madison, Wis., since 1945.

Griffin, Joseph H., B.A.'41, Northern Mich. Col. of Educ.; M.S.'49, Univ. of Wis.; Supt. of Sch., Kewaunee, Wis., since 1953.

Grosenick, Gilbert H., B.Ed.'35, Wis. State Tchrs. Col., Oshkosh; Ph.M.'44, Univ. of Wis.; Supt. of Sch., Richland Center, Wis., since 1950.

Halmstad, Robert N., M.S.'41, Univ. of Wis.; Supt. of Sch., Chippewa Falls, Wis., since 1952.

Hein, Reinhard G., B.A.'26, M.A.'32, Univ. of Wis.; Supt. of Sch., Waukesha, Wis., since 1949.

Heine, Oliver C., B.A.'35, Valparaiso Univ.; M.A.'43, Univ. of Wis.; Prin. of Riverview Sch., Milwaukee, Wis., since 1948.

Helms, Stanley B., M.A.'44, State Univ. of Iowa; Supt., Union Free H. S., Brookfield, Wis., since 1954.

Herrell, Francis, B.Ed.'30, Wis. State Tchrs. Col., Eau Claire; Ph.M.'40, Univ. of Wis.; Supt. of Sch., Bloomer, Wis., since 1948.

Holt, Fred R., B.S.'34, M.S.'38, Univ. of Wis.; Supt. of Sch., West Bend, Wis., since 1948.

Holtz, Roger B., B.A.'32, Carroll Col.; M.A. '41, Univ. of Wis.; Supt. of Sch., Watertown, Wis., since 1945.

Houle, Lawrence E., A.B.'25, Lawrence Col.; M.A.'30, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Pewaukee, Wis., since 1945.

Hutchins, H. Clifton, B.S.'30, Springfield Col.; M.A.'32, Ph.D.'34, Univ. of Wis.; Asst. Prof. of Educ. and Coordinator of Recreation Curriculum, Univ. of Wis., Madison, Wis., since 1952.

Jenson, Theodore J., Diploma '26, Wis. State Tchrs. Col., River Falls; Ph.B.'28, Univ. of Chicago; M.S.'31, Ph.D.'52, Univ. of Wis.; Supt. of Sch., Shorewood, Wis., since 1946.

Johnson, Leslie W., B.E.'28, Minn. State Tchrs. Col., Winona; M.A.'34, Tchrs. Col., Columbia Univ.; Supt. of Sch., Sheboygan, Wis., since 1954.

Jones, C. E., Ph.M.'44, Univ. of Wis.; Supt. of Sch., Beloit, Wis., since 1952.

Jones, James A., A.B.'21, M.A.'26, Ripon Col.; Supt. of Sch., North Fond du Lac, Wis., since 1929.

Jones, John E., Ph.B.'31, Marquette Univ.; Ph.M.'38, Univ. of Wis.; Supt. of Sch., Cudahy, Wis., since 1938.

Jordan, Arthur F., Diploma '24, B.Ed.'31, Wis. State Tchrs. Col., Whitewater; M. Ed.'52, Tufts Col.; Supt. of Sch., La Crosse, Wis., since 1952.

Joswick, F. X., Supt. of Sch., Pulaski, Wis.

Jutta, Sister M., A.B.'17, Catholic Univ. of America; A.M.'29, Marquette Univ.; Dean, Alverno Col., Milwaukee, Wis., since 1936.

Kaiser, Paul L., Ph.M.'32, Univ. of Wis.; Dodge Co. Supt. of Sch., Juneau, Wis., since 1923.

Keller, F. W., B.E.'32, Wis. State Tchrs. Col., Platteville; M.A.'44, Univ. of Wis.; Supt. of Sch., Sturgeon Bay, Wis., since 1947.

Kellogg, E. G., B.Ed.'31, Wis. State Tchrs. Col., Oshkosh; M.A.'40, Univ. of Minn.; Supt. of Sch., West Allis, Wis., since 1950.

Kies, Michael S., Diploma '24, Wis. State Tchrs. Col., Milwaukee; Ph.B.'33, M.E.'47, Marquette Univ.; Co. Supt. of Sch., Milwaukee, Wis., since 1941.

Kimball, V. E., Asst. Supt. of Pub. Instr., State Dept. of Pub. Instr., Madison, Wis.

King, Louis M., B.Ed.'41, Minn. State Tchrs. Col.; St. Cloud; M.S. in Ed.'48, Univ. of Wis.; Supt. of City Sch., Rice Lake, Wis., since 1949.

Kleinpell, Eugene H., B.A.'25, State Univ. of Iowa; M.A.'36, Univ. of Chicago; Ph.D.'36, Ohio State Univ.; Pres., State Tchrs. Col., River Falls, Wis., since 1946.

Klentz, Vernon E., B.A.'17, Univ. of Wis.; A.M.'29, Univ. of Chicago; Supt. of Sch., Janesville, Wis., since 1935.

Knedle, Matt, M.A.'52, Univ. of Wis.; Wood Co. Supt. of Sch., Wisconsin Rapids, Wis., since 1949.

Knudtson, H. G., B.S.'38, Wis. State Tchrs. Col., Eau Claire; Ph.M.'43, Univ. of Wis.; Supt. of Sch., Two Rivers, Wis., since 1952.

Kobs, Delos A., B.S.'39, Wis. State Col., Stevens Point; M.A.'46, Univ. of Wis.; Supt. of Sch., Mt. Horeb, Wis., since 1953.

Kruschke, Walter F., Ph.B.'20, Ph.M.'40, Univ. of Wis.; Supt. of Sch., Rhinelander, Wis., 1928-54 (retired).

Kujath, H. E., M.A.'39, Northwestern Univ.; Supt. of Sch., Waupun, Wis., since 1947.

Lake, Ernest G., B.A.'29, Univ. of Mont.; Ed.M.'38, Ed.D.'43, Harvard Univ.; Supt. of Sch., Racine, Wis., since 1951.

Lamers, William M., A.B.'22, A.M.'23, Ph.D.'29, Marquette Univ.; Asst. Supt. of Sch., Milwaukee, Wis., since 1942.

Lee, Howard D., B.S.Ed.'37, Univ. of Ill.; M.A.Ed.'47, Univ. of Chicago; Prin. of Atwater Elem. Sch., Shorewood, Wis., since 1948.

Leistikow, Gordon R., B.A.'27, Macalester Col.; M.A.'39, Columbia Univ.; Supvg. Prin. of Sch., Winneconne, Wis., since 1935.

Lewis, R. F., B.A.'15, M.A.'28, Univ. of Wis.; First Asst. State Supt. of Pub. Instr., Madison, Wis., since 1949.

Lien, Daryl K., B.A.'30, St. Olaf Col.; M.A. '45, Univ. of Minn.; Supvg. Prin. of Sch., Amery, Wis., since 1938.

Longbotham, G. T., B.E.'33, Wis. State Col., Platteville; M.A.'43, Univ. of Minn.; Prin. of Lincoln Normal Sch., Merrill, Wis., since 1953.

Loofboro, Paul M., B.A.'28, Milton Col.; M.A.'40, Univ. of Wis. Supt. of Sch., New London, Wis., since 1952.

Luther, Earl W., Ph.B.'30, Ph.M.'35, Univ. of Wis.; Supt. of Sch., South Milwaukee, Wis.

Luther, James F., M.E.'39, Univ. of Wis.; Supt. of Sch., Fort Atkinson, Wis.

Lynn, Delford H., M.Ed.'47, Marquette Univ.; Supvg. Prin., State Graded Sch., West Allis, Wis., since 1947.

McKenna, John C., B.A.'28, M.A.'31, State Univ. of Iowa; Supt. of Sch., Evansville, Wis., since 1934.

McKenna, John F., B.Ed.'43, Wis. State Col., Whitewater; M.S.'50, Univ. of Wis.; Dist. Supt. of Sch., Elcho, Wis., since 1952.

McVey, Durward, B.E.'33, Wis. State Tchrs. Col., Stevens Point; Ph.M.'43, Univ. of Wis.; Supt. of Sch., Lake Mills, Wis., since 1953.

MacLachlan, F. G., Ph.B.'33, Ph.M.'45, Univ. of Wis.; Supt. of Sch., Park Falls, Wis., since 1945.

Mann, John P., B.A.'22, Ripon Col.; M.A. '27, Univ. of Wis.; Supt. of Sch., Appleton, Wis., since 1944.

Marshall, Richard J., B.Ed.'31, Central State Tchrs. Col.; Ph.M.'39, Univ. of Wis.; Supt. of Sch., Jefferson, Wis., since 1947.

Maurer, Harold R., B.S.'24, Col. of Wooster; M.A.'30, Ohio State Univ.; Supt. of Sch., Kenosha, Wis., since 1949.

Mennes, Harold B., A.B.'27, St. Olaf Col.; Ph.M.'37, Univ. of Wis.; Supt. of Sch., Neenah, Wis., since 1946.

Moldenhauer, Albert, B.S.'36, Wis. State Col., Eau Claire; M.Ph.'42, Univ. of Wis.; Supt. of Sch., Stoughton, Wis., since 1950.

Moseng, Lloyd R., B.A.'24, St. Olaf Col.; M.A.'37, Univ. of Ky.; Tchr. of Social Studies, Pub. Sch., Racine, Wis., since 1939, and Pres., Wis. Educ. Assn., 1954.

Moser, Robert P., B.S.'39, M.S.'40, Univ. of Wis.; Supt. of Sch., Columbus, Wis., since 1949.

Murphy, Joseph E., M.A.'32, Univ. of Mich.; Supt. of Sch., Hurley, Wis., since 1904.

Nemick, (Mrs.) J. A., Diploma '19, Wis. State Col., Oshkosh; Chmn., Tchrs. and Texts Dept., Bd. of Educ., Fond du Lac, Wis., since 1950.

Newlun, Chester O., Ph.B.'24, Ph.M.'26, Univ. of Wis.; Ph.D.'29, Columbia Univ.; Pres., State Tchrs. Col., Platteville, Wis., since 1943.

Nicholson, Alfred S., B.S.'30, Princeton Univ.; M.A.'50, Columbia Univ.; Prin., Country Day Jr. Sch., Milwaukee, Wis.

Normington, Roy T., B.Ed.'23, Wis. State Tchrs. Col., Stevens Point; M.A.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Reedsburg, Wis., since 1936.

Olson, Harry E., B.E.'35, Wis. State Tchrs. Col., Platteville; Ph.M.'36, Univ. of Wis.; Supt. of Sch., Oconomowoc, Wis., since 1944.

Paradise, Robert Harold, Pres., Schoolway Transportation Co., Inc., Hales Corners, Wis., since 1950.

Paukert, Harold L., Master's '38, Univ. of Wis.; Supvg. Prin. of Sch., Kohler, Wis., since 1946.

Plenzke, O. H., A.B.'14, Lawrence Col.; A.M.'24, Univ. of Wis.; Exec. Secy., Wis. Educ. Assn., Madison, Wis., since 1933.

Ploetz, Walter, M.S.'48, Univ. of Wis.; Supt. of Sch., Platteville, Wis., since 1953.

Pollock, Vernon O., B.Ed.'29, Wis. State Tchrs. Col., Whitewater; M.A.'37, State Univ. of Iowa; Supt. of Sch., Lake Geneva, Wis., since 1948.

*Potter, Milton Chase, Ph.B.'95, Albion Col.; M.A.'05, Univ. of Chicago; Litt.D. '13, Univ. of Denver; M.Pd.'14, Mich. State Normal Col., Ypsilanti; Pres., Dept. of Superintendence, 1932-33; Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus of Sch., Milwaukee, Wis., since 1943. Address: 2725 N. Prospect, Milwaukee, Wis.

Powell, Harley J., B.A.'29, State Univ. of Iowa; M.A.'30, Univ. of Wis.; Supt. of Sch., Wauwatosa, Wis., since 1942.

Powers, Irene C., Green Co. Supt. of Sch., Monroe, Wis.

Qualley, Lloyd S., B.A.'31, Augustana Col.; M.A.'54, Wis. State Col., Superior; Supt. of Sch., Waterloo, Wis., since 1953.

Rawson, Kenneth O., B.A.'32, M.A.'37, Univ. of Wis.; Supt. of Sch., Clintonville, Wis., since 1945.

Rilling, Walter E., B.A.'22, North Central Col.; Secy.-Bus. Mgr., Bd. of Sch. Dir., Milwaukee, Wis., since 1938.

Rohde, Richard R., B.S.'39, Wis. State Col., Oshkosh; M.Ph.'45, Univ. of Wis.; Supt. of City Sch., Barron, Wis., since 1951.

Rothwell, Angus B., B.E.'29, Wis. State Tchrs. Col., Superior; M.A.'32, Columbia Univ.; Supt. of Sch., Manitowoc, Wis., since 1949.

Schorta, Elsie, B.E.'37, Wis. State Col., River Falls; Pierce Co. Supt. of Sch., Ellsworth, Wis., since 1949.

Schumann, Walter A., Ph.B.'35, Univ. of Chicago; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Menomonee Falls, Wis., since 1943.

Sims, Ripley Singleton, A.B.'31, Talladega Col.; M.A.'39, Northwestern Univ.; Educ. Specialist, U. S. Armed Forces Inst., Madison, Wis., since 1947.

Sizer, Woodrow J., B.A.'37, Ripon Col.; M.S.'48, Univ. of Wis.; Supt. of Sch., Mayville, Wis., since 1952.

Smith, Henry Earl, Ph.B.'20, Ph.M.'28, Univ. of Wis.; Supt. of Sch., Sheboygan, Wis., 1934-54 (retired).

Spangler, Chester W., B.S.'39, Wis. State Tchrs. Col., La Crosse; M.S.'47, Univ. of Wis.; Supt. of Sch., Horicon, Wis., since 1950.

Spies, Jacob, B.A. in Commerce '24, Univ. of Wis.; Dir. of Voc. and Adult Educ., Sheboygan, Wis., since 1943.

Tall, Henry M., B.A.'25, Univ. of Chicago; M.A.'41, Univ. of Colo.; Supt. of Sch., Sheboygan Falls, Wis., since 1954.

Theisen, W. W., B.Sc.'07, Univ. of Nebr.; Ph.D.'17, Columbia Univ.; Asst. Supt. of Sch., Milwaukee, Wis., since 1922.

Thorson, Clarence, B.E.'36, Wis. State Col., Stevens Point; Ph.M.'42, Univ. of Wis.; Supt. of Sch., Cedarburg, Wis., since 1949.

Tinkham, Glenn D., B.S.'21, Ph.M.'36, Univ. of Wis.; Supt. of Sch., Marshfield, Wis., since 1947.

Tipler, Perry A., B.S.'23, Carroll Col.; M.S.'30, Univ. of Wis.; Supt. of Sch., Oshkosh, Wis., since 1946.

Tyler, Harry Edward, A.B.'20, Doane Col.; M.A.'27, Univ. of Nebr.; Asst. to Dir., Research and Development, U. S. Armed Forces Inst., Madison, Wis., since 1953.

Vincent, Harold Sellew, A.B.'23, Greenville Col.; A.M.'32, Ohio State Univ.; LL.D. '54, Marquette Univ.; Supt. of Sch., Milwaukee, Wis., since 1950.

Vincent, Paul M., M.A.'21, Univ. of Wis.; Supt. of Sch., Stevens Point, Wis., since 1923.

Wandrey, Fred H., B.E.'29, Wis. State Tchrs. Col., River Falls; M.A.'39, State Univ. of Iowa; Supt. of Sch., Green Bay, Wis., since 1952.

Watson, George E., B.A.'21, LL.D.'49, Lawrence Col.; M.A.'33, Univ. of Wis.; State Supt. of Pub. Instr., Madison, Wis., since 1949.

Webster, Jennie L., Eau Claire Co. Supt. of Sch., Eau Claire, Wis.

Werwath, Karl O., B.S. in E.E.'36, Milwaukee Sch. of Engineering; Pres., Milwaukee Sch. of Engineering, Milwaukee, Wis., since 1948.

Westgaard, Alvin E., B.S.'30, M.A.'36, Univ. of Minn.; Asst. Supt. of Sch., Milwaukee, Wis., since 1953.

Wicklund, Arnold D., B.A.'29, Northland Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Nekoosa, Wis., since 1947.

Wiegan, Floyd E., B.A.'33, Northland Col.; Ph.M.'42, Univ. of Wis.; Supvg. Prin. of H. S., Brillion, Wis., since 1947.

Williams, Robert C., Ph.B.'14, Central Col.; M.A.'29, Ph.D.'38, State Univ. of Iowa; Pres., Wis. State Col., Whitewater, Wis., since 1946.

Willson, Gordon L., B.A.'25, M.A.'35, Univ. of Wis.; Supt. of Sch., Baraboo, Wis., since 1936.

Winther, Adolph I., B.A.'30, Augsburg Col.; Ph.M.'38, Ph.D.'48, Univ. of Wis.; Dir. of Tr. and Placement, Wis. State Col., Whitewater, Wis., since 1945.

Wolf, C. R., B.A.'23, Ripon Col.; M.A.'37, Univ. of Wis.; Supt. of Sch., Berlin, Wis., since 1951.

Zeiler, Edward J., Ph.B.'29, M.A.'32, Univ. of Chicago; Supt. of Sch., Whitefish Bay, Milwaukee, Wis., since 1952.

Zielanis, Stanley W., M.S., Univ. of Wis.; Supt. of Sch., Kiel, Wis., since 1948.

Zuill, Frances L., B.S.'20, M.A.'21, Tchrs. Col., Columbia Univ.; Dir. of Home Economics, Univ. of Wis., Madison, Wis., since 1939.

INSTITUTIONAL MEMBERS

Curran Library, State Col., Superior, Wis.

Library, State Tchrs. Col., La Crosse, Wis.

Library, Wis. State Col., Milwaukee, Wis.

Library, Wis. State Col., Stevens Point, Wis.

Library, Wis. State Col., Whitewater, Wis.

Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.

Racine Public Library, Forrest L. Mills, Libn., 701 Main St., Racine, Wis.

State Tchrs. Col.; Eau Claire, Wis.

WYOMING

Bell, Karl D., B.Ed.'41, Western Mont. Col. of Educ., Dillon; M.Ed.'44, Mont. State Univ.; Supt. of Sch., Sheridan, Wyo., since 1950.

Belnap, Ralph A., M.A.'49, Univ. of Wyo.; Supt. of Sch., Lovell, Wyo., since 1951.

Bemis, Maynard, A.B.'36, M.Ed.'39, Ed.D. '48, Univ. of Colo.; Head, Dept. of Educ. Admin., Univ. of Wyo., Laramie, Wyo., since 1951.

Bernard, John V., M.S. in Ed.Adm.'33, Colo. A. and M. Col.; Supt. of Sch., Green River, Wyo., since 1948.

Bowen, Chet H., Supt., Campbell Co. H. S., Gillette, Wyo.

Bowman, Arnold A., B.S.'51, Nebr. State Tchrs. Col., Chadron; Supt., Eden-Farson Consol. Sch., Farson, Wyo., since 1952.

Bush, E. J., B.S.'21, Mont. State Col.; M.S. '37, Univ. of Wyo.; Supt. of Sch., Thermopolis, Wyo., since 1935.

Chapman, Frank R., B.A.'50, Whittier Col.; M.A.'54, Univ. of Wyo.; Supt. of Sch., Baggs, Wyo., since 1950.

Christiansen, J. E., Dir., Northwest Community Col., Univ. of Wyo., Powell, Wyo.

Clark, Sam R., M.A.'45, State Univ. of Iowa; Asst. Supt. of Sch., Cheyenne, Wyo., since 1951.

Craft, Robert L., B.S.'49, Nebr. State Tchrs. Col., Chadron; Supt. of Sch., Veteran, Wyo., since 1953.

Crouch, J. E., A.B.'24, Buena Vista Col.; A.M.'29, Univ. of Colo.; Supt. of Sch., Newcastle, Wyo., since 1952.

Forsythe, Ralph A., B.A.'36, M.A.'41, Univ. of Wyo.; Supt. of Sch., Riverton, Wyo., since 1948.

Fox, Willard, B.S.'45, Southeast Mo. State Col.; M.A.'52, Univ. of Wyo.; Supt. of Sch., Wheatland, Wyo., since 1953.

Friesen, Edward F., Sr., B.A.'31, Univ. of Wyo.; Supt. of Sch., Arvada, Wyo., since 1951.

George, Walden H., B.A.'36, Dana Col.; Supt. of Sch., Meeteetse, Wyo., since 1953.

Gingles, Roy, A.B.'34, Nebr. State Tchrs. Col.; A.M.'40, Univ. of Wyo.; Supt. of Pub. Sch., Torrington, Wyo., since 1950.

Goenner, Roger J., B.S.'47, Minn. State Tchrs. Col., St. Cloud; M.A.'51, Colo. State Col. of Educ.; Supt. of Sch., Burlington, Wyo., since 1953.

Goins, Jesse L., A.B.'25, Univ. of Wyo.; A.M.'31, Univ. of Chicago; Supt. of Sch. Dist. 1, Cheyenne, Wyo., since 1938.

Hopkinson, Harold Isadore, B.A.'49, M.A. '53, Supt. of Sch., Byron, Wyo., since 1952.

King, Lloyd F., B.S.'42, Nebr. State Tchrs. Col., Chadron; M.A.'50, Univ. of Wyo.; Supt. of Sch., Hanna, Wyo., since 1951.

Kraus, Frank G., B.S.'29, Univ. of N. Dak.; M.S.'43, Univ. of Wyo.; Supt. of Sch., Cody, Wyo., since 1941.

Kurtz, Clyde W., B.A.'25, M.A.'37, Univ. of Wyo.; Supt. of Sch., Evanston, Wyo., since 1941.

Large, J. Neal, B.A.'50, M.A.'53, Univ. of Denver; Supt. of Sch., Lingle, Wyo., since 1953.

Lindell, George E., A.B.'17, Bethany Col.; M.S.'40, Univ. of Wyo.; Dir. of Distributive Educ., Cheyenne, Wyo., since 1947.

Lyman, Silas, B.S.'34, Midland Col. (Nebr.); M.A.'54, Univ. of Wyo.; Supt. of Sch., Ranchester, Wyo., since 1946.

Metcalf, John L., B.S.'28, Brigham Young Univ.; Supt. of Consol. Sch. Dist. 19, Afton, Wyo., since 1935.

Mikkelson, Norman O., M.A.'43, Univ. of Wyo.; Supt. of Glenrock-Parkerton Sch., Glenrock, Wyo., since 1945.

Morgan, Dean C., B.S.'21, Springfield Col.; M.A.'35, Wyo. Col.; Supt. of Sch., Casper, Wyo., since 1935.

Paulsen, F. Robert, B.S.'47 Utah State Agr. Col.; M.S.'48, Univ. of Utah; Supt. of Sch., Cokeville, Wyo., since 1951.

Quigg, James C., B.A.'28, Wis. State Tchrs. Col., Eau Claire; M.A.'33, Univ. of N. Dak.; Supt. of Sch., Greybull, Wyo., since 1939.

Reusser, Walter C., A.B.'20, Upper Iowa Univ.; M.A.'23, Ph.D.'29, State Univ. of Iowa; Dean, Adult Educ. and Community Serv., and Prof. of Educ. Admin., Univ. of Wyo., Laramie, Wyo., since 1924.

Richard, C. W., A.B.'28, Nebr. State Tchrs. Col., Wayne; M.A.'29, Univ. of Nebr.; Supt. of Sch., Powell, Wyo., since 1947.

Robertson, Ray E., A.B.'29, Nebr. State Tchrs. Col., Peru; M.A.'37, Colo. State Col. of Educ.; State Commr. of Educ., Cheyenne, Wyo., since 1939.

Rollins, J. Leslie, B.S.'37, Brigham Young Univ.; Supt. of Sch. Dist. 6, Lyman, Wyo., since 1945.

Schwiering, Oscar C., A.B.'09, Iowa Wesleyan Col.; M.A.'16, Univ. of Wyo.; Ph.D. '32, N. Y. Univ.; Dean, Col. of Educ., Univ. of Wyo., Laramie, Wyo., since 1939.

Smith, Charles, A.B.'50, Univ. of Wyo.; Supt. of Sch., Carpenter, Wyo., since 1948.

Sprague, George H., B.S. in E.E.'28, B.S. in Ed.'31, Ohio Univ.; Supt. of Sch., Rozet, Wyo., since 1953.

Stevens, Theodore B., Litt.B.'25, Rutgers Univ.; M.A.'32, New York Univ.; Supt. of Sch. Dist. 2, Buffalo, Wyo., since 1950.

Stolt, (Mrs.) Edna B., B.A.'23, Colo. State Col. of Educ.; State Supt. of Pub. Instr., Cheyenne, Wyo., since 1947.

Supon, Frank J., B.A.'37, M.A.'47, Univ. of Wyo.; Supt. of Sch., Pine Bluffs, Wyo., since 1947.

Thayer, J. E., B.A.'25, M.A.'27, Univ. of Wyo.; Supt. of Sch., Laramie, Wyo., since 1945.

Thompson, Charles G., B.S.'32, Central State Col. (Okla.); M.S.'52, Central Wash. Col. of Educ.; Supt. of Sch., Jackson, Wyo., since 1954.

Thompson, Edward Merle, A.B.'12, Nebr. Wesleyan Univ.; A.M.'29, Colo. State Col. of Educ.; Supt. of Sch., Rock Springs, Wyo., since 1925.

Thompson, R. W., B.A.'28, M.A.'38, Univ. of Wyo.; Supt., Fremont Co. Voc. H. S., Lander, Wyo., since 1938.

Watson, Frank R., B.E.'30, Pioneer State Tchrs. Col. (Wis.); Supt. of Sch. Dist. 6, Worland, Wyo., since 1926.

Wellman, Ralph R., M.A.'40, Univ. of Wyo.; Supt., Washakie Co. H. S., Dist. 9, Worland, Wyo., since 1947.

Willey, Ivan R., M.A.'40, Univ. of Wyo.; Supt. of Sch. Dist. 8, Superior, Wyo., since 1946.

OTHER NATIONS

AMERICAN SAMOA

Fort, Lyman M., B.A.'13, Univ. of Ill.; M.A.'28, Univ. of Colo.; LL.D.'34, Dakota Wesleyan Univ.; Dir. of Educ., Pago Pago, American Samoa, since 1954.

ARGENTINA

Aden, Fred, A.B.'15, A.M.'16, Ped.D.'31, Univ. of Southern Calif.; LL.D.'46, Occidental Col.; Dir., Colegio Ward, Ramos Mejia, F.C.N.D.F.S., Buenos Aires, Argentina, since 1920.

AUSTRIA

Pritschet, Andrew G., B.A.'38, N. Dak. State Tchrs. Col., Minot; M.S.'47, Univ. of Idaho; Dir. of Educ., U. S. Forces in Austria, Salzburg, Austria, since 1954.

CANADA

Baird, Norman B., B.A.'33, Pd.D.'45, Univ. of Toronto; Supt. of Sch., and Bus. Admin., Welland, Ontario, Canada, since 1950.

Boulanger, Trefflé, Dir. of Educ., The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Canada, since 1942.

Brown, Clifton G., B.A.'13, Univ. of Toronto; M.A.'34, Univ. of Wash.; Municipal Inspector of Sch., 2800 McKay Ave., South Burnaby, B. C., Canada, since 1936.

Brown, Corbin A., B.A.'24, Queen's Univ., Kingston, Canada; A.M.'27, Columbia Univ.; B.Paed.'32, D.Paed'48, Univ. of Toronto; Registrar, Ontario Dept. of Educ., Toronto, Ontario, Canada, since 1945.

Campbell, H. L., B.A.'28, Univ. of British Columbia; M.Ed.'38, Univ. of Wash.; Supt. of Educ., Dept. of Educ., Victoria, B. C., Canada.

Caron, J. M., Asst. Chief, Sch. Construction Serv., Quebec, Canada, since 1950.

Collins, Cecil Patrick, B.Ed.'41, M.A.'41, Univ. of Saskatchewan; Supt. of Sch. Unit 34, Kindersley, Sask., Canada, since 1943.

Concordia Col., Edmonton, Alberta, Canada.

Dansereau, Paul, Member, Catholic Sch. Commn., 117 St. Catherine St., Montreal, Canada.

Davidson, (Miss) True, Member, Bd. of Educ., Toronto, Ontario, Canada.

Desaulniers, Omer-Jules, D.Ped.'41, Laval Univ., Quebec City, Canada; Supt. of Educ. for the Province of Quebec, Quebec City, Canada, since 1945.

Donat, Lapointe, Inspecteur General Adjoint, 109 de Repentigny, Quebec, Canada.

DuCap, Wilfrid, Dir. of Sch. Supplies, Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.

Flemington, William Thomas Ross, O.B.E., B.A.'22, M.A.'23, Mt. Allison Univ.; B. Paed.'30, Univ. of Toronto; D.D.'43, Queen's; D.D.'47, Victoria; F.R.S.A.'47; Pres., Mt. Allison Univ., Sackville, N.B., Canada, since 1945.

Flower, George E., M.A.'49, McGill Univ.; Ed.D.'54, Harvard Univ.; Dir., Canadian Educ. Assn.-Kellogg Project in Educ. Leadership, Toronto, Ontario, Canada, since 1952.

Goldring, Cecil C., B.A.'18, Queen's Univ.; M.A.'20, D.Ped.'24, Univ. of Toronto; Supt. of Sch., Toronto, Canada, since 1932.

Japp, Robert, M.A.'27, B.Ed.'29, Univ. of St. Andrews, Scotland; M.A.'30, McGill Univ., Montreal; Educ. Officer, 3460 McTavish St., Montreal, Canada, since 1942.

Johnson, F. Henry, B.A.'32, M.A.'35, Univ. of British Columbia; B.Paed.'47, D.Paed. '52, Univ. of Toronto; Dir., Summer Sch. of Educ., Dept. of Educ., Victoria, B. C., Canada, since 1951.

Jones, George Eric, Dir. of Seventh-Day Adventist Schs., Ontario-Quebec Sch. Dist., Oshawa, Ontario, Canada, since 1949.

Le Borgne, Gaetan, Architect's Degree '43, Univ. of Montreal; Arch., Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.

Lent, George G., B.A.'38, St. Francis Xavier Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Inspector of Sch., Educ. Office, Port Hawkesbury, Nova Scotia, Canada, since 1950.

Linteau, J. O., Comptroller, The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada, since 1949.

Longtin, Henri, Dir., Catholic Sch. Projects, The Montreal Catholic Sch. Commn., 117 St. Catherine St., W., Montreal, Quebec, Canada.

Lorimer, W. C., B.A.'40, B.Ed.'42, Univ. of Saskatchewan; M.A.'47, Ed.D.'48, Columbia Univ.; Supt. of Sch. Dist. 1, Winnipeg, Manitoba, Canada, since 1953.

MacArthur, Russell Stuart, M.Ed.'48, Univ. of Alberta (Canada); Ph.D.'51, Univ. of London (England); Asst. Dir., CEA-Kellogg Project, Canadian Educ. Assn., Toronto, Ontario, Canada, since 1952.

MacCorkindale, H. N., B.A.'13, Univ. of Toronto; Supt. of Sch., Vancouver, B. C., Canada, 1933-54 (retired). Address: 1450 W. 37th Ave., Vancouver, B. C., Canada.

MacDiarmid, F. E., Dir. and Chief Supt. of Educ., Fredericton, New Brunswick, Canada.

MacKenzie, W. H., B.A.'33, Mount Allison Univ.; M.A.'42, Ed.D.'42, Columbia Univ.; Supt. of Sch., Saint John, New Brunswick, Canada, since 1945.

MacLeod, Clare R., B.A.'42, Univ. of Western Ontario; B.Paed.'45, Univ. of Toronto; Insp. and Asst. Supt. of Pub. Sch., Bd. of Educ., Windsor, Ontario, Canada, since 1950.

Might, Percy G., Member, Bd. of Educ., Toronto, Ontario, Canada, since 1951.

Mills, (Rev.) John Van Pelt, B.T.'29, Auburn Theol. Col.; Minister, Parklawn Presbyterian Church, and Exec. Secy. and Editor, Pub. Sch. Trustees Assn. of Ontario, Inc., Toronto, Ontario, Canada, since 1950.

Morrison, Dalton A., B.A.'48, Queen's Univ.; M.Ed.'54, Univ. of Toronto; Bus. Admin. and Supvr. of Sch., Toronto, Ontario, Canada, since 1953.

Phimister, Z. S., B.A.'30, Queen's Univ.; B.Paed.'34, Univ. of Toronto; Supt. and Chief Inspector of Pub. Sch., Toronto, Ontario, Canada, since 1945.

Rendall, Stanley David, B.A.'26, Queen's Univ. (Canada); Asst. Supt. of Sec. Educ., Province of Ontario, Toronto, Ontario, Canada, since 1952.

Ritter, Archibald C., B.A.'33, Queen's Univ., Canada; B.Paed.'40, Univ. of Toronto; Dir. of Educ., Kingston, Ontario, Canada, since 1950.

Robinson, Margaret A., B.A.'28, Univ. Col., Toronto; B.Paed.'41, Ontario Col. of Educ.; Prin. of Pauline Ave., Sch., Toronto, Ontario, Canada, since 1936.

Sharp, Robert Friend, B.A.'32, Univ. of British Columbia; D.Paed.'40, Univ. of Toronto; Supt. of Sch., Vancouver, B. C., Canada, since 1954.

Smith, Denis Charles, B.A., B.Ed., Univ. of British Columbia; M.A.; Ed.D.'53, Univ. of Calif.; Provincial Inspector of Sch., Nelson, B. C., Canada, since 1953.

Sommerville, Thomas, M.A.'15, Glasgow Univ., Scotland; Dir. of Educ. and Secy.-Treas., Montreal Protestant Central Sch. Bd., 3460 McTavish St., Montreal, Quebec, Canada, since 1945.

Wall, William Michael, B.A.'29, B.Ed.'37, M.Ed.'39, Univ. of Manitoba; Supvg. Prin., Lord Nelson Sch., Dist 1, Winnipeg, Manitoba, Canada, since 1943.

Wheable, Geoffrey Alfred, B.A.'21, Queen's Univ.; LL.D.'44, Univ. of Western Ontario; Supt. of Sch., London, Ontario, Canada, since 1925.

Worrell, Henry G., B.A.'40, Sir George Williams Col.; Bursar, Sir George Williams Col., 1441 Drummond St., Montreal, Quebec, Canada, since 1947.

EGYPT

Scott, Donald Rector, A.B.'28, Gettysburg Col.; M.A.'37, Syracuse Univ.; Ph.D.'47, Cornell Univ.; Rural Educ. Specialist, F.O.A., Cairo, Egypt, since 1954.

ENGLAND

Alexander, W. P., D.H.L.'54, Columbia Univ.; Secy., Assn. of Educ. Committees, 10 Queen Anne St., London, England.

Brown, John, Education Officer, London County Council, London, England, since 1951.

Carter, J. Roger, Ministry of Educ., London, England.

Dent, Harold Collett, B.A.'22, Univ. of London; Editor, *The Times Educational Supplement*, The Times Printing House Square, London, England, since 1940.

Ford, Edith A., Dartmouth House, 37 Charles St., London, England.

Frost, T., Educ. Offices, Rosslyn Rd., Barking, Essex, England.

Kennedy, Clarence B., A.B.'31, Marietta Col.; M.A.'50, Tchrs. Col., Columbia Univ.; Supt., Third Air Force Dependents Sch., London, England, since 1951. Address: APO 125, c/o Postmaster, New York, N. Y.

Pritchard, Mervyn W., M.A.'32, Manchester Univ., England; Ministry of Educ., Curzon St., London, England.

Savage, Sir Graham, B.A.'06, Cambridge Univ.; Educ. Officer, London County Council, London, England, 1940-51 (retired). Address: 9 St. Mary's Road, Wimbledon, London, S. W. 19, England.

Souders, Clarence E., B.S. in Ed.'48, Southwest Mo. State Col.; M.Ed.'49, Univ. of Mo.; Area Supvr., USAF Dependents Sch., APO 755, c/o PM, New York, N. Y., since 1951.

ETHIOPIA

Boudreaux, Darryl Warren, B.A.'43, Southwestern La. Inst.; M.Ed.'51, Univ. of Colo.; Admin., Tchr. Tr. Program, Haile Selassie I Elem. Sch., Addis Ababa, Ethiopia, since 1952.

Little, Evert T., B.S.'36, Panhandle A. and M. Col.; M.Ed.'40, Univ. of Okla.; Ed.D. '50, Okla. A. and M. Col.; Pres., Jimma Tech. Col., Jimma, Ethiopia, since 1952.

GERMANY

Conant, James Bryant, A.B.'14, Ph.D.'16, Harvard Univ.; U. S. High Commr. for Germany, Frankfurt, Germany, since 1953.

Hylla, (Prof.) Erich, Dir., Inst. for International Research in Educ., Frankfurt, Germany.

Owen, Ralph Dornfield, B.A.'05, Northwestern Col.; M.A.'11, Harvard Univ.; Ph.D. '22, Univ. of Wis.; Fulbright Visiting Prof., Padagogisches Seminar, Philipps Universitat, Marburg-on-Lahn, Germany, 1954-55.

Robertson, Arthur D., A.B.'26, Willamette Univ.; M.E.'39, Univ. of Wash.; Dir. of Dependents Sch., U. S. Air Forces in Europe, since 1952. Address: Hq. USAFE, ACS/P, APO 633, c/o PM, New York, N. Y.

INDIA

*Fowlkes, John Guy, A.B.'16, Ouachita Col.; A.M.'20, Ph.D.'22, Tchrs. Col., Columbia Univ.; Educ. Adviser, Ministry of Educ., New Delhi, India, since 1954.

IRAN

Azadi, Ehsanollah, B.A. in Ed.'47, B.S. in Chem.'47, Univ. of Tehran (Iran); Dir. of Sec. Educ. and Final Examinations, Ahwaz, Iran, since 1951.

Danielson, Arthur W., B.S.'37, Bates Col.; M.Ed.'46, Univ. of N.H.; Chief, Operations Branch, Educ. and Tr. Div., USOM, and Chmn., American Dependents Sch. Bd., American Embassy, Tehran, Iran, since 1954.

Irvine, John Richard, B.S.'48, N. J. State Tchrs. Col., Trenton; M.Ed.'50, Rutgers Univ.; Prin., The Community Sch., American Mission, Box 1505 Tehran, Iran, since 1951.

IRAQ

Cressman, Paul L., B.S.'25, Univ. of Pittsburgh; Ed.D.'34, Pa. State Col.; Dir., 1953-55, American Tech. Inst., Baghdad, Iraq (for Bradley Univ., Peoria, Ill.). Address: c/o American Embassy, Baghdad, Iraq.

JAPAN

Fuwa, Osamu, Supt. of City Sch., Bd. of Educ., City Hall, Kyoto, Japan.

Hamada, Shigemasa, Supt. of Osaka Prefectural Sch., Osaka, Japan.

Hassinger, Jack Hamilton, B.S.'43, Univ. of Southern Calif.; Asst. Supt. of Air Force Dependents Sch., Japan. Address: Box 156, Hq. JADF, APO 710, c/o PM, San Francisco, Calif.

Kanno, M., Ministry of Educ., 4, 3-Chome, Kasumigaseki, Chiyoda-Ku, Tokyo, Japan.

Matsukata, Miss Tané, B.A.'41, The Principia Col.; B.L.S.'47, Columbia Univ.; Prin. of The Nishimachi Sch., Minatoku, Tokyo, Japan, since 1949.

Morgan, Walter E., A.B.'19, M.A.'22, Univ. of Calif., Berkeley; Dir., Dependents Schs., Far East Air Forces, Japan, since 1954.

Okada, S., Ministry of Educ., 4, 3-Chome, Kasumigaseki, Chiyoda-Ku, Tokyo, Japan.

Yamagishi, I., Ministry of Educ., 4, 3-Chome, Kasumigaseki, Chiyoda-Ku, Tokyo, Japan.

MARIANA ISLANDS

Harshbarger, Jake, B.S.'41, M.S.'49, Univ. of Idaho; Prin. of Saipan Intermediate Sch., Saipan, Mariana Islands, since 1954.

MEXICO

Cundiff, Roger F., Supt., The American Sch. Foundation, Porfirio Diaz 200, Tacubaya, Mexico, D. F., since 1951.

De Price, (Mrs.) Jaclyn K., B.A.'35, Ariz. State Tchrs. Col., Flagstaff; M.A.'36, Universidad Nacional Autonoma de Mexico; Counselor, Dept. of Educ., Mexico City Col., Mexico, D.F., since 1948.

NETHERLANDS WEST INDIES

Thompson, Dean Vincent, B.A.'38, Houghton Col.; M.Ed.'50, Cornell Univ.; Supt. of Sch., Lao Oil and Transport Co., Ltd., Lago Colony, Aruba, Netherlands W. I., since 1951.

PARAGUAY

Dean, Stuart E., B.S.'33, Ed.M.'35, D.Ed. '49, Boston Univ.; Tech. Dir. for Elem. Educ., Foreign Operations Admin., Asuncion, Paraguay, since 1954. (On leave, Tchrs. Col. of Conn., New Britain, Conn.)

PHILIPPINES

Bernardino, Vitaliano, B.S.E.,'33, Natl. Univ., Manila, Philippines; M.A.'38, Univ. of the Philippines; Div. Supt. of Sch., and Secy.-Treas., Philippine Assn. of Sch. Supts., Malolos, Bulacan, Philippines, since 1947.

Cayco, Florentino, A.B.'21, Ind. Univ.; M.A. '22, Tchrs. Col., Columbia Univ.; Pres., Arellano Univ., 252 Plaza Arellano, Sampaloc, Manila, Philippines, since 1937.

de Castro, Iluminado G., B.S.Ed.'30, M.A. '35, Univ. of the Philippines; Div. Supt. of Sch., Manila, P. I., since 1945.

Garcia, Alberto Bernardo, Tchrs. Course '36, Philippine Sch. of Arts and Trades; B.S. in Ed.'52, Quezon Col.; Supt. of Central Luzon Sch. of Arts and Trades, Cabanatuan City, P. I., since 1953.

Guiang, Pedro G., B.A.E.'26, M.A.E.'27, Ph.D.'34, State Univ. of Wash.; Div. and City Supt. of Sch., Cebu City, Cebu, Philippines, since 1946.

Philippine Women's Univ., c/o The President, Manila, P. I.

Putong, Cecilio, B.S.E.'20, Western Ill. State Col.; M.A.'21, Columbia Univ.; Ph.D.'37, Univ. of Chicago; Secy. of Educ., Republic of the Philippines, Manila, P. I., 1952-54 (retired). Address: 670 Pasaje Rosario, Paco, Manila, P. I.

*Solis, (Mrs.) Miguela M., Supt. of Tchr. Educ., Bureau of Pub. Sch., Manila, P. I.

SAUDI ARABIA

Aramco Senior Staff Sch., Dhahran, Saudi Arabia.

SCOTLAND

Frizell, J. B., Dir. of Educ. for the City of Edinburgh, St. Giles St., Edinburgh, Scotland.

UNION OF SOUTH AFRICA

Library, Transvaal Education Dept., Pretoria, Union of South Africa.

VENEZUELA

Frazier, W. H., Prin., Escuela Campo Algre, Caracas, Venezuela.

Hamilton, Alan Herbert, B.A.'40, Albright Col.; M.A.'46, Southern Methodist Univ.; Th.D.'46, Dallas Theol. Sem.; Prin., Colegio Americano, Caracas, Venezuela, since 1950. (On leave as Grad. Student, Tchrs. Col., Columbia Univ., until 1955.)

INDEX

A

Acknowledgments: list of, 242.

Administration: activities of, 9; allocation of resources, 18-19; anarchistic, 12-13; authoritarian, 12; characteristics of leadership, 20; cooperative discussion of, 13-14, 233-41; coordination of activities, 20-21; creating favorable morale, 15; definition of, 10, 17, 87; evaluation of activities, 21-22; fiscal program, planning of, 175-77; functions of, 17, 26; improvement of working conditions, 141-48; kinds of cooperative activity, 23-24; organization for, 22-28; people involved, 10-11; selection of personnel, 19, 31-44, 64-65; stimulation of effort, 20; types of, 12-14.

Administration and Teacher Morale: *note,* 15.

Administrative unit: authority of, 25.

Administrators: evaluation of personnel, 58, 59; good practices for, 223-24; help to new teachers, 52; improvement of working conditions, 147-48; motivating staff efforts, 67-84; recommended personnel procedures, 64-65; salary scales, 55-65; school-community relationships, responsibility for, 198; security of, 164-65; self-evaluation of, 230-31; special functions of, 29; teamwork, creation of, 83-84; unsatisfactory practices of, 225-27.

Adult Leadership: *note,* 100.

Allocation of resources: definition of, 17; selection and assignment of personnel, 19.

American Association of School Administrators: *note,* 138, 164, 181, 193, 209; referred to, 164, 209.

And Gladly Teach: *note,* 35.

Appreciation: expression of, 75.

Arnold, Dexter O.: *note,* 143; referred to, 143.

Association of School Business Officials of the United States and Canada: *note,* 193; referred to, 191.

B

Bay City, Mich.: referred to, 123, 125, 134, 135, 137.

Benne, Kenneth D.: *note,* 99, 111.

Bennett, Lura: member of Yearbook Commission, 4.

Board of education: *See* Schoolboard.

Boards of examiners: used by large cities, 43.

Bradford, Leland P.: *note,* 95.

Bridgeport Brass Company: referred to, 161.

Bridgeport Brass News: referred to, 161.

Brigham, Bernice: work on yearbook, 242.

Bronxville, N. Y.: referred to, 33.

Bronxville Salary Schedule, Its Objectives and Make-Up: *note,* 33.

Brookline, Mass.: referred to, 53.

Brown, Rosalene: work on yearbook, 242.

Budget: *See* Fiscal affairs.

Bunyan, John: *note,* 77.

C

Carpenter, Patricia: work on yearbook, 242.

Central Michigan College, Special Studies Department: *note,* 135, 137.

Charters, W. W., Jr.: *note,* 169; referred to, 169.

Chase, Francis S.: member of Yearbook Commission, 4.

Citizenship Education Project: referred to, 112, 166.

Civil Service: referred to, 56.

Classroom teachers: administrative activities of, 10; analysis of work, 32-33; application form for, 36-42, 65; assignment, principles of, 44-45, 65; authority of, 24, 26-27; community relations of, 51-52, 197-213; community resources, use of, 204-206; community, study of, 168; contributions to the community, 207-208; cooperation on budget, 181-82, 185-86; demonstrations for, 121-22; examinations of candidates for teaching, 43-44, 65; expression of appreciation by, 74; individual differences, 82-83; informal community contacts of, 210-11; in-

service education, 116-17; instruction, improvement of, 203-204; instruction, opinions on, 220-21; interviewing candidates for teaching, 43, 65; meetings, faculty, 122-23; observation of candidates for teaching, 42, 65; observation of instruction, 120-21; orientation of, 48-52, 65, 117-19; participation in personnel selection, 35, 65; participation in planning, 17-18; political status, improvement of, 167-68; promotions of, 59, 65; promotions, recommendations on, 59; qualifications of, 33-34, 64; rating of permanent staff members, 57-59, 65; rating of probationary teachers, 56-57, 65; recognition of, 125-27; recommendations on new teachers, 35; references of candidates for teaching, 42, 65; responsibility for public relations, 166-67; salary scales of, 52-55, 65; salary scheduling, part in, 154, 155; searching for candidates for teaching, 34-35, 64; selection of, 31-44, 64-65; sharing ideas with the community, 207; social relations, effect of on teaching, 167; superintendent's importance to, 165; teacher-consultant service, 122; teaching load, 46-48, 65, 134-41, 150; transfer of, 45-46, 65; working conditions, improvement of, 133-51.

Come Teach in Redlands: *note,* 35.

Committees: excessive use of, 12-13; grievance committees, 61-62; improvement of working conditions thru use of, 147; organization of, chart, 114; professional growth committee, 202-203; promoting staff understanding of the community, 202; proper use of, 13-14; school-community relations, 200; specifications, staff work on, 193; study of records and reports by, 194-95; work on salaries by, 155-56.

Community status of staff: community relations of staff, 166-67; community, understanding of, 168; objectives of school, agreement on, 165-66; political status, improvement of, 167-68; pooling school and community resources, 166; relationship to economic status, 165; social relations, effect of, 167; superintendent, changing role of, 168-73.

Connecticut State Department of Education, Division of Research and Planning: *note,* 161.

Contracts: provisions of, 44.

Cooperation: advisory groups on working conditions, 145-46; characteristics of, 235-37; citizens' contributions to school program, 204-206; creation of work teams, 27-28; fiscal planning, 195; fostering staff cooperation with the community, 201-202; instruction, improvement of, 203-204; purposes of, 23-24, 143-44; purposes of education, development of, 217; types of, 24.

Coordination of activities: definition of, 17; essentials of, 20-21.

Cooperative administration: characteristics of, 235-37; implications of, for the profession, 239-41; limitations of, 237-38; principles of, 233-34; principles of human relationships, 234-35; worth of, 238-39.

Cooperative Program in Educational Administration: *note,* 164; referred to, 112, 164, 165.

Cooperative Study of Secondary-School Standards: *note,* 202; referred to, 202.

Cowdrick, Jesse S.: work on yearbook, 242.

Cox, Helen H.: work on yearbook, 242.

Crump, Beatrice: work on yearbook, 242.

D

Dean, General: referred to, 107.

Deeter, C. B.: work on yearbook, 242.

Denver, Colo.: referred to, 130.

Dewey, John: *note,* 23; quoted, 23; referred to, 91.

Douglass, Harl R.: *note,* 48; teaching load formula, 48.

E

Ebey, George W.: *note,* 118.

Economic status of staff members: compared with other workers, 153, 160-61; changes in, 153-54; economic factors other than salaries, 159-62; extension of school year, 161-62; fringe benefits, 160-61; insecurity despite tenure, 163-64; inservice growth, incentives for, 161; morale in relation to salary schedules, 157; part-time work, 161-62; people involved in salary scheduling, 154-57; relationship to commu-

nity status, 165; security of staff, 162-65; superintendent's relation to, 154; tenure legislation, 162-63; trends in salary scheduling, 154-59; unsolved problems in salary scheduling, 157-59.

Educating for American Citizenship: quoted, 105.

Elsbree-Davies Instructional Personnel Record Form: note, 62.

Elsbree, Willard S.: member of Yearbook Commission, 4; *note,* 53, 141, 142; quoted, 85, 141, 142.

Evaluative Criteria: referred to, 202.

Evaluation: appraisal of educational outcomes, 215, 216-19; appraisal in terms of educational principles and practices, 217-19; appraisal of intermediate results, 215-16; appraisal of superintendent's leadership, 231; curriculum modifications, 219-20; definition of, 17; good staff relationships, effects of, 219-23; group appraisal, 59; group work, 103-104; growth of staff members, 222-23; improved instruction, 220-21; morale, 221; opinion inventory, 228-29; opinion surveys, 227-29; participation in, 21-22; presence of good practices, 223-25; presence of unsatisfactory practices, 225-27; purposes of education, development of, 217; quality of staff relationships, 223-27; rating of teachers, 55-59; relation to salary schedules, 159; school-community relations, 221-22; self-evaluation of administrators, 230-31; self-evaluation of staff, 229-31; staff relationships, 215-31; technics of, for staff relationships, 227-31; usefulness of, 55-56, 58; values, basis of educational aims, 216-17.

F

Fairfax (Va.) Education Association: referred to, 149.

Fifty Teachers to a Classroom: referred to, 166.

Finstad, Alice O.: work on yearbook, 242.

Fiscal affairs: accounting systems, 191; budget, approval of, 189-90; budget committees, 183, 184, 187; budget document, preparation of, 187-88; budget, preparation and approval, 179-90; budget, purpose of, 177; budget, securing support for, 188-89; consumer spending, 178-79; estimating costs, 183-85; funds, managing and accounting for, 190-95; materials and supplies, accounting for, 192-93; payroll procedure, 192; property, accounting for, 193-94; records and reports, 194-95; resources, 177-78; salary committees, 184; staff cooperation on, 181-83, 184-86; student participation in fiscal survey, 185-86; studying the community, 177-79; survey of needs, 180-83, 185-86; tax and debt laws, 179; timing of fiscal survey, 186.

Ford, Henry: referred to, 73.

Form, William H.: *note,* 23, 70, 140.

For You for Education in Newton: note, 35.

Frost, Janet D.: work on yearbook, 242.

G

Glencoe, Ill.: referred to, 162.

Group work: adult as a learner, 91-92; age differences, 93; discussion, quality of, 103; educational background, 93; evaluation of group work, 103-104; individual differences, making use of, 93-94; individual personality, 91-94; leadership, 94-97; leadership, functions of, 95-97; leadership, types of, 95; level of expectation, 102; meeting place, 89-90; organization of group, 102-103; participants, analysis of, 101; participants, types of, 99-100; participation, 97-103; participation, factors affecting, 97-99; participation, improvement of, 100-101; physical factors, 88-91; readiness for, 102; size of group, 89; teachers meetings, improvement of, 87-88; time, hour, and amount, 90-91.

Growth: curriculum development, 123-25; curriculum development, chart, 124; demonstrations, 121-22; devices for, 116-27; effects on children, 131; faculty meetings, 122-23; half truths about, 109-10; importance for evaluation of staff relationships, 222-23; induction of new principals, 119-20; inservice education, 116-17, 161; nonteaching staff, inservice growth of, 127-31; observation of instruction, 120-21; opposition to, 107-108; organization for, 110-16; organization for, in a large school system, 112-16; organization for, in a

single school, 111-12; organization for, in a small school system, 112; orientation of new teachers, 117-19; principles of, 108-109; professional growth committee, 202-203; promoting staff understanding of the community, 202; recognition of individuals, 125-27; self-improvement, 110; teacher-consultant service, 122.

Gruwell, Melvin L.: member of Yearbook Commission, 4.

Guest, Edgar A.: *note*, 84; quoted, 84.

H

Hallenbeck, Wilbur C.: *note*, 95.

Hoslett, Schuyler Dean: *note*, 235, 238; referred to, 235, 238.

Hubbard, Frank W.: work on yearbook, 6.

Hugo, Victor: referred to, 231.

I

Inservice education: *See* Growth.

Instructor: referred to, 126.

It Starts in the Classroom: referred to, 166.

J

Jacobs, Malinda: work on yearbook, 242.

Jayne, Clarence D.: *note*, 104.

K

Korea: referred to, 107.

L

Lambert, Sam: work on yearbook, 6.

Learned, Edmund P.: *note*, 223.

Let's Go to Press: referred to, 167.

Long Beach, Calif.: *note*, 46.

M

McClure, Worth: work on yearbook, 6.

McNally, Harold J.: *note*, 141, 142; quoted, 141, 142.

Melvin, Elizabeth G.: work on yearbook, 242.

Menninger Foundation, Topeka, Kans.: referred to, 82.

Menninger, William C.: quoted, 82-83.

Metropolitan School Study Council: *note*, 36, 166; referred to, 36, 112, 166.

Midland, Mich.: referred to, 146.

Midwest Administration Center, University of Chicago: *note*, 17, 20, 229; referred to, 229.

Miller, Delbert C.: *note*, 23, 70, 140.

Morale: definition of, 15; effects of rating on, 55-56; evaluation of, 224; evidence of, 221; obstacles to, 134-41; relation to salary schedules, 157; sources of, 15-16, 18, 19; value of, 16.

Morrison, Henry: *note*, 179.

Mort, Paul R.: *note*, 186; quoted, 186.

Motivation: appreciation and rewards, 74-76; attitudes toward co-workers, 76-81; attitudes toward work, basic, 71-73; description of, 67-68; difference in group operation, 70-71; experiments of Western Electric Company, 69-70; factors in efficiency, 68; factors in happiness of working groups, 70; individual differences of staff, 82-83; interest in self, 76-77; leadership and followership, 81-82; need for belonging, 78-79; need for security, 77-78; negative forces, 80-81; qualities of leadership, 81-82; response to challenge, 73-74; sense of growth, 74; sharing responsibility, 79-80; teamwork, creation of, 83-84.

Mueller, A. D.: *note*, 97, 103.

N

National Association of Educational Secretaries: referred to, 130.

National Citizens Commission for the Public Schools: referred to, 146.

National Citizens Committee for Educational Television: referred to, 146.

National Education Association: *note*, 130; referred to, 136, 149.

National Education Association and American Association of School Administrators, Educational Policies Commission: *note*, 217; quoted, 216-17.

National Education Association, Educational Research Service: referred to, 46, 118.

National Education Association, Research Division: *note*, 46, 126,

134, 136, 139, 141, 149; referred to, 6, 46, 55, 126, 134, 139.

National Education Association, Research Division and American Association of School Administrators: *note*, 46, 50, 118.

National School Boards Association: *note*, 193.

National School Public Relations Association: *note*, 166, 167, 209; referred to, 209.

National School Service Institute: *note*, 193.

National Teacher Examinations: referred to, 43.

Nation's Schools: *note*, 83.

Newton, Mass.: *note*, 62.

New York City: referred to, 136.

New York City Board of Education: referred to, 155.

Nonteaching staff: administrative activities of, 10-11; cafeteria manager, relations with staff, parents, and children, 130-31; custodian, relation to school staff, 128-29; functions of, 128; importance of, in school-community relations, 204; inservice growth of, 127-31; relation to superintendent, 127; school secretary, relation to staff and public, 129-30.

O

Official records: officers, 1954-55, 244; members of AASA, 245-462.

Ohio State University, College of Education: *note*, 57.

Ohio Teaching Record Anecdotal Observation Form: referred to, 57, 58, 65.

Organization: application of principles to education, 26-28; characteristics of cooperative organization, 235-37; committees, chart of organization, 114; definition of, 22; elements of, 28; improvement of working conditions, 141-42; limitations of cooperative organization, 237-38; line-and-staff type, objections to, 22; modifications of, 23, 29; prevailing type, 22-23; principles of, 24-26; promotion of growth thru, 110-16.

P

Park, Charles B.: member of Yearbook Commission, 4.

Personnel procedures: application form, 36-42, 65; board of education and personnel administration, 63-64, 65; competition and salaries, 53-54, 65; cost of living and salaries, 54, 65; evaluation of work, 55-59, 65; examinations, 43-44, 65; grievances, 60-62, 65; interview, 43, 65; job analysis, 32-33, 64; merit rating, 55-56, 65; objectives of orientation, 49; observation of candidates for teaching, 42, 65; orientation of teachers, 48-52, 65, 117-19, 198-99; participation in selection of personnel, 35-36, 65; personnel records, 62-63, 65; promotions, 59, 65; rating of permanent staff members, 57-59, 65; rating of probationary teachers, 56-57, 65; recommended procedures, 64-65; references of candidates for teaching, 42, 65; salary scales, 52, 55, 65, 154-59; searching for candidates for positions, 34-35, 64; selection of personnel, 19, 31-44, 64-65; statement of staff qualifications, 33-34, 64; supervision of new teachers, 51-52, 65; teaching assignments, 44-45, 65; teaching load, 46, 65; transfer policies, 45-46, 65.

Philadelphia, Pa.: *note*, 46.

Pittenger, Benjamin F.: *note*, 23; quoted, 23.

Planning: definition of, 17; participation in, 17-18; processes of, 17.

Principals: administrative responsibilities of, 10, 11; evaluation of teaching by, 58, 59; grievances, handling of, 60-62; induction of, 119-20; informal community contacts, 210-11; meetings, faculty, 122-23; motivating staff efforts, 67-84; observation of instruction, 120-21; promotions, recommendations on, 59; role of, 25; salaries of, 55, 65; selection of teachers by, 35-36, 43; teaching assignments, recommendations on, 45.

Print It Right: *note*, 210.

Portland, Oreg.: referred to, 118, 119.

Portland, Oreg., Board of Education: referred to, 32.

Portland Public Schools: *note*, 33.

R

Rast, G. E.: member of Yearbook Commission, 4.

Recognition of individual teachers: referred to, 126.

Redford High School, Detroit, Michigan: *note*, 150.

Reeder, Ward G.: *note*, 185, 194; quoted, 185, 194.

Reusser, Walter C.: *note*, 186; quoted, 186.

Reutter, E. Edmund, Jr.: quoted, 85.

Rhoads, Vivian: work on yearbook, 242.

Rice, Valdeane: work on yearbook, 242.

Ridgewood, N. J.: referred to, 112.

Riley, James Whitcomb: *note*, 80; quoted, 80.

Rogers, Virgil M.: appointment of Yearbook Commission, 6.

Russell, Bertrand: *note*, 16; quoted, 16.

S

Salaries: committees on, 184; establishment of, 52-55, 65, 149-50; inadequate salary plans, 137-38; problems related to, 159; referred to, 34, 35; relationships of administrators' and teachers' salaries, 55, 65; significance of competition for, 52, 53-54; significance of cost of living for, 54; trends in scheduling of, 154-59; unsolved problems in scheduling of, 157-59.

School: authority of, 25, 27.

San Diego, Calif.: chart, 114, 124; *note*, 46; referred to, 112, 123, 135.

San Diego City Schools: *note*, 124.

San Diego County Schools: *note*, 135; referred to, 135.

Savage, William W.: *note*, 200; referred to, 200.

Schoolboard: administrative responsibilities of, 10, 11; budget, approval of, 189-90; community relations of, 200; dependence on superintendent, 25; encouragement of inservice growth, 161; establishment of personnel policies, 63-64, 65; members, referred to, 74; records of, 191-92; responsibilities in salary scheduling, 154-57; taxes, choice of, 187-88.

School-community relationships: community resources, use of, 204-206; community role of schools, acceptance of, 198-202; conferences with parents, 209; elements of cooperation, 201; fostering staff help on, 201-202; furnishing information, 209-10; importance for evaluation of staff relationships, 220-22; importance of, 198; improving staff services, 202-208; informal contacts, 210-11; instruction, improvement of, 203-204; introducing staff and community, 198-200; leadership in community, 211-12; orientation of teachers, community role in, 198-200; participation in community affairs, staff acceptance of, 200-201; partnerships, maintenance of, 209-12; principles of, 197-98; promoting staff understanding of the community, 202; sharing ideas with the community, 207; staff contributions to the community, 207-208; staff organizations and school-community relations, 204; superintendents' task in, 212-13.

Schroth, E. H.: *note*, 205; referred to, 205.

Schweitzer, Albert: *note*, 241; quoted, 241.

Science Research Associates: *note*, 138, 228; referred to, 137, 138, 228.

Sears, Jesse B.: *note*, 22.

Seattle Association of School Secretaries: referred to, 130.

Seattle, Wash.: referred to, 130.

Seay, Maurice F.: *note*, 205, 212; referred to, 212.

Selection of personnel: *See* Personnel procedures.

Sharma, Chiranji: referred to, 229.

Sheats, Paul H.: *note*, 99, 104.

Skuce, Florence O.: work on yearbook, 242.

Spence, Ralph B.: *note*, 104.

SRA Educators Opinion Inventory: sample of, 228-29.

Strang, Ruth: *note*, 208; quoted, 208.

Supervisor: administrative responsibilities of, 10, 11; effects of leadership, 20; evaluation of teachers by, 58, 59; moti-

vating staff efforts, 67-84; promotions, recommendations on, 59; salaries of, 55, 65; teaching assignments, recommendations on, 45.

Superintendent: administrative responsibilities of, 10, 11; budget document, preparation of, 187; budget, preparation of, 181-82, 183, 184, 186; budget, submission to schoolboard, 189-90; changing role of, 168-73; communication, principles of, 169-71; communication, problems of, 169; community, study of, 168; coordination, responsibility for, 21; decision making, improvements in, 172-73; effects of leadership of, 20; evaluation of personnel, 55-59; evaluation of staff relationships, 215-16; fiscal program, responsibility for, 175-76; 186; fringe benefits, responsibility for, 160-61; good practices, 224-25; grievances, handling of, 60-62; informal community contacts of, 210-11; introducing staff and community, 198-200; leadership, appraisal of, 231; motivating staff efforts, 67-84; part-time work and extension of school year, responsibility for, 161-62; personnel assignments, responsibility for, 45; personnel policies, establishment of, 63-64; promotion of security in staff, 163; public relations, responsibility for, 166-67; purposes of education, responsibility toward, 217; putting knowledge to work, changes in, 168-69; records and reports, responsibility for, 194-95; relationship to board of education, 25; relation to nonteaching staff, 127; report of, 209-10; role in decision making, 172-73; salary scheduling, responsibility for, 154-57; schoolboard records, responsibility for, 191-92; school-community relationships, responsibility for, 212-13; selection of teachers by, 35-36, 43; staff leadership of, 213; study of problems in salary scheduling, 158-59; tenure and security of, 164-65; unsatisfactory practices, 225-27; values of changed position, 173.

T

Teacher load: class size, 136-37; distribution of, 150; extra assignments, 135-36; hours per week, 46-48, 134-35; problems involved in estimation of, 46; strain, chief causes of, 140-41; studies of, 48, 65, 134-35, 135-36, 136-37, 137, 139; work included, 46-48, 135.

Teacher orientation: community relations of new teachers, 51-52; community role in, 198-99; handbooks for, 199; importance of, 48; objectives of, 49, 52; Portland (Oreg.) plan, 114-19; practices recommended, 49-51, 65, 117-19; supervision of new teachers, 51; values of, 119.

Teacher rating: group appraisal, 59; limitations of, for permanent staff members, 57-58; objections to, 55-56; rating of probationary teachers, 56-57; recommended practices, 65; value of, 55-56; 58.

Teachers College, Columbia University: referred to, 166.

Tiffin, Joseph: *note*, 224.

Todd, Brooke B., Jr.: work on yearbook, 242.

Toynbee, Arnold: referred to, 234.

Turpen, N. C.: member of Yearbook Commission, 4.

Tuttle, Edward M.: member of Yearbook Commission, 4.

U

U. S. Navy, Bureau of Naval Personnel: *note*, 99.

U. S. Office of Education, Federal Security Agency: *note*, 191, 192; referred to, 191.

V

Van Antwerp, Harriett: *note*, 123.

Vigar, Ione: work on yearbook, 242.

W

Warner, Gertrude L.: work on yearbook, 242

Waukegan (Ill.) Township High School: *note*, 48.

Weller, Louise: member of Yearbook Commission, 4.

Western Electric Company: referred to, 69; research of, 69-70.

White Plains, N. Y.: referred to, 59.

Willett, Henry I.: chairman of Yearbook Commission, 4.

Wilmington, Del.: referred to, 155.

Woodbury, Geraldine: work on yearbook, 242.

Working conditions: advisory groups for improvement of, 145-46; class size, 136-37; committees on, 147; cooperation on, 143-44; correcting inequities, 145; critical problems, 150-51; defining poor working conditions, 144-45; distributing teaching load, 150; economic and community status, 153-73; extra assignments, 135-36; fringe benefits, lack of, 138-39; hours per week, 46-48, 134-35; improvement of, 141-48; inadequate facilities, 137; lay participation for improvement of, 146-47; local conditions affecting schools, 147-48; obstacles to improvement of, 134-41; organization for improvement of, 141-42; procedures for improvement, 142-43; recommendations on, 148; resources for improvement of, 148; salary plans, 137-38; salary schedule, improvement of, 149-50; satisfactions, lack of, 139-40; specific problems, work on, 149-50; strain, chief causes of, 140-41.

World War I: referred to, 154.

Y

Yearbook Commission: list of members, 4; referred to, 31, 87, 233, 235; work of, 5-6.

Youngblood, Patsy: work on yearbook, 242.